



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206848

DfES Number:

INSPECTION DETAILS

Inspection Date	17/09/2003
Inspector Name	Alison Edwards

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rosliston Under5's Preschool
Setting Address	Main Street Rosliston Swadlincote Derbyshire DE12 8JW

REGISTERED PROVIDER DETAILS

Name	The Committee of Rosliston under 5's Pre-school 1031057
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ORGANISATION DETAILS

Name	Rosliston under 5's Pre-school
Address	Main Street Rosliston Swadlincote Derbyshire DE12 8JW

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Rosliston Under 5s Pre-School has been registered since 1975. It is a committee-run group providing sessional day care for up to 26 children aged from two to under five years. The pre-school offers nursery education to funded three and four year olds. There are currently 25 children on roll of whom 10 are funded three-year-olds and none are funded four-year olds.

The pre-school opens from 09:30 to 12:00 from Monday to Friday during school term times and children attend a variety of sessions. The group has sole use of Rosliston Village Hall during opening hours. Children use the main hall for play with access to adjacent toilet facilities; kitchen and storage areas are also accessible to staff. There is an enclosed grassed and paved area for outdoor play.

Five childcare staff are employed, two of whom hold early years qualifications at level 3. The three other staff currently hold level 2 qualifications and two of them are currently working towards level 3 qualification. The pre-school receives support from the Derbyshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Rosliston Under 5's pre-school provides good quality care to children. Staff show a sound knowledge of the National Standards and make effective use of well-organised policies, procedures and records to underpin the management of the group. Good use is made of the well-maintained premises to provide a balanced range of indoor and outdoor activities, although the perimeter fence does not offer total security. A good range of well-presented equipment and play materials help create a stimulating environment and include resources reflecting different cultures and lifestyles.

Safety and supervision arrangements receive high priority. There are appropriate arrangements in place to ensure that children's individual health and care needs can be met, and suitable arrangements to provide appropriate snacks and drinks. Staff are aware of their responsibilities under current child protection procedures.

A broad and well-presented range of interesting activities helps support children's development and learning. Staff effectively support children's purposeful play by helping them talk about their ideas. There is a calm and relaxed atmosphere and staff develop warm and settled relationships with children and promote good behaviour through consistency and a positive approach.

Parents receive useful information about the pre-school and its provision through well-presented booklets and notice boards, and there are good informal opportunities for discussion of daily activities and routines to supplement the provision of written reports on children's development.

What has improved since the last inspection?

Following the last inspection arrangements are in hand to approve a member of the committee as the nominated representative in line with current Ofsted policy. Written procedures are now in place regarding administration of medication.

What is being done well?

- Organisation of the pre-school is good with clear policies, procedures and records generally effectively used to underpin the management of the facility.
- A good range of interesting and well-presented activities helps children develop their thinking, imagination, relationships and physical skills. Staff spend time talking and listening to children, helping them express their ideas and find ways of extending their activities.
- Staff show a high awareness of safety issues, taking active steps to assess and minimise any identified hazards and offering vigilant supervision.
- Staff establish a calm and relaxed atmosphere and help children show care and concern for each other and their surroundings by effective use of consistency, explanation and praise.

What needs to be improved?

- arrangements to review security of the premises to ensure children cannot leave unsupervised with particular regard to low boundary fencing.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	review arrangements to ensure that children are unable to leave the outside play area, with reference to the low boundary fencing.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Rosliston Under 5's Pre-school offers good quality nursery education where children develop a positive approach to learning and build secure relationships with staff and other children. Children make very good progress towards the early learning goals in personal, social and emotional development, and generally good progress in other areas of learning.

Teaching and learning is generally good. Staff's positive and consistent management of children's behaviour helps children feel secure in their relationships and play and show confidence and enjoyment in a varied range of interesting activities although use of resources and daily routines are not always planned to best effect to help children consolidate and extend their learning. Detailed long and medium-term planning generally supports balanced coverage across areas of learning, and staff are developing use of observation and assessment to help them plan effectively for children's individual learning needs.

Leadership and management are generally good with staff and committee generally clear on their roles and responsibilities. Staff work well together as a team to create a secure and relaxed environment for children. They show a commitment to on-going professional development which is supported by use of an appraisal system and by opportunities to attend further training.

The partnership with parents is very good. There is a welcoming atmosphere and parents are encouraged to contribute to the group through involvement on the rota system or on the management committee. Parents receive very useful information about the pre-school's provision and the foundation stage through booklets, noticeboards and newsletters. They are able to contribute to their children's developmental records although there are some missed opportunities to encourage home-based practical activities to support and extend planned learning.

What is being done well?

- Children's personal and social development is very good. They are relaxed and confident in their dealings with staff and each other and usually show positive interest and enthusiasm in their play and activities. Staff set positive and consistent expectations for children's behaviour, helping them show care and concern for each other and the environment.
- Children's spoken language is developing well. They are generally confident in talking to adults and other children about their wants and activities, and begin to take account of other people's views. Staff effectively help them extend their use of language by introducing and explaining new vocabulary and showing an interest when children use language well to communicate.
- Staff make good use of local surroundings to help children learn about the

environment and their local community. Outings to the village and local amenities include opportunities for children to take photographs of what they see, talk about changes such as new buildings and create models and drawings of what they have seen. Visits by reception class teachers, community police and firefighters help children begin to learn about society and their place in it.

- Staff create a welcoming atmosphere where displays, booklets, notices and letters provide useful and well-presented information for parents about the pre-school and its provision. Parents make use of the daily opportunities for informal discussion with pre-school supervisors and staff with particular responsibility for their own children. They also have regular opportunities to comment on, and contribute to, their children's developmental records. Many parents actively contribute to the running of the group through involvement in the parental rota system or the parental management committee.

What needs to be improved?

- development of planned use of resources and daily routines to extend opportunities for children to initiate and consolidate their learning through first-hand experiences and purposeful practical activities;
- further development of opportunities for parents to continue and extend children's learning at home.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection. It now frequently includes planned letter-formation, number recognition and counting activities and has developed use of planning and grouping to help meet the needs of more able children. Detailed long and medium-term planning now generally supports balanced coverage across areas of learning. Staff are developing the use of children's progress records to ensure planned activities are based on what children already know, and plans clearly identify what children are intended to learn. However use of resources and daily routines are not always planned to best effect to extend children's learning.

Parents are now provided with useful information about the educational provision and the foundation stage.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop confident relationships with adults and peers and often show enthusiastic interest in a varied range of activities. They begin to learn that people have different needs, lifestyles and beliefs, and to recognise and understand their feelings. Positive and consistent expectations for children's behaviour help them show care and concern for each other and their surroundings.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Many children speak confidently in a group and are able to listen attentively. They show enthusiasm for a good range of songs, stories and books, and staff effectively introduce and encourage use of new vocabulary. Regular use of books, name cards and captions help children begin to understand print. There are now useful planned mark-making and letter formation activities, though as yet there are relatively few purposeful independent writing opportunities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use various planned activities such as rhymes and games to recognise numbers and count. They explore shape, space and pattern in various adult-led and free play activities. Although children begin to show an understanding of simple calculation through some practical activities, resources and daily routines are not yet used to best effect to help children consolidate and extend their skills and knowledge.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Effective use of the locality helps children learn about their environment. Many children confidently use simple computer programs and equipment such as disposable cameras. Staff use direct teaching well to introduce new vocabulary, and encourage children talk about their ideas. Children handle many tactile materials like playdough and melting ice, and use various construction materials and techniques but these activities are not always planned to best effect to extend learning.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Many children use the well-resourced outdoor play equipment with confidence and competence. They negotiate space well, and staff effectively help them develop skills such as catching and throwing. They begin to handle small equipment and tools such as brushes and pencils with control although resources in the pre-school are not always organised to best effect to provide challenge and extension in independent learning.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Adult-led activities introduce a good range of art and craft materials and techniques helping children begin to learn about colour, texture, form and shape although there are some missed opportunities to actively encourage children to explore and develop their own ideas. Adults support role play well to help children develop co-operative imaginative play and act out narratives in their role play. Children take part enthusiastically in well-organised singing and music sessions.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Develop planned use of resources and daily routines to extend opportunities for children to initiate and consolidate their learning through first hand experiences and purposeful practical activities.
- Continue to develop opportunities to encourage parents to continue and support learning experiences at home.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.