



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 143126

DfES Number: 521372

INSPECTION DETAILS

Inspection Date 20/10/2003
Inspector Name Susan Ann Boulter

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Roundabout Pre-School
Setting Address The Pratten Hut
Etsome Terrace
Somerton
Somerset
TA11 6LY

REGISTERED PROVIDER DETAILS

Name The Committee of Roundabout Pre School Committee

ORGANISATION DETAILS

Name Roundabout Pre School Committee
Address Roundabout Pre School
The Pratten Hut
Etsome Terrace
Somerton, Somerset
TA11 6LY

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

Roundabout Pre-School in Somerton has been running since 1987. It runs from a self contained mobile classroom, situated next door to Somerton Primary School. The group have access to its own safe enclosed outdoor area. The pre-school serves the local area and caters for the needs of children from Somerton and surrounding areas.

The group is committee run and registered to offer sessional care for up to 24 children of

pre-school age. There are currently 37 children from 2 1/2 to 5 years on roll. This includes 15 funded 3 and 4 year olds. Children attend for a variety of sessions. The setting currently supports one child with special needs and one child who speaks English as an additional language.

The group is open five days a week during school term times. Morning sessions last from 09.00 to 12.00. Afternoon sessions from 13.00 to 15.30 are also offered on weekdays, subject to demand.

There are nine members of staff who all work part time. There are two joint supervisors who have Early Years qualifications and are working towards the Diploma in Pre-School Practice (DPP). They are assisted by staff who have qualifications and experience in early years.

The group have links with the reception class teacher from the primary school. They also receive support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Roundabout Pre-School provides satisfactory care for children. Staff are caring and friendly and have created a comfortable and happy environment for the children. Most of the staff are qualified and staffing ratios exceed requirements. However staff

are not always deployed effectively during free play sessions which results in children behaving inappropriately and jeopardises their safety. Policies and procedures are in place but some of these need amending and updating.

The premises and outside play areas are secure and children are not able to leave them unsupervised. All staff have attended first aid training. Good hygiene practices are not always observed regarding hand washing.

Staff plan and provide activities and play opportunities to develop children's capabilities. There is a good range of accessible toys and equipment. Staff promote equality of opportunity and children with special needs are fully included in activities.

The pre-school have satisfactory relationships with parents. They share information about the children and discuss activities and children's needs daily.

What has improved since the last inspection?

Not applicable.

What is being done well?

- A warm and welcoming environment is provided for parents and children
There is a good selection of toys available.
- The pre-school are proactive in ensuring children with special needs are valued and included. Appropriate toys have been designed to help children learn and progress. Family members and staff work together to share information about cultures, home language and children's specific needs.
- The premises are kept secure and there are effective systems for the safe arrival and collection of children.

What needs to be improved?

- the deployment of staff to support children's safety, play and learning
- staff qualifications
- hygiene practices regarding hand washing
- the management of children's behaviour
- some of the policies and procedures for the efficient and safe management of the provision.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
11	develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.	12/11/2003

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

Std	Recommendation
2	Develop and implement an action plan that sets out how deputy supervisor will achieve a level 3 qualification.
2	Ensure staff are deployed appropriately to support children's play and learning and children are safe indoors at all times.
7	Ensure hygiene practices are in place regarding hand washing.
14	Ensure relevant policies and procedures are in place including operational procedures for outings, recruitment information and complaints procedure.

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

How effective is the nursery education?

Roundabout Pre school offers acceptable provision but has some significant areas for improvement. Progress in the areas of Communication, Language and Literacy, Mathematical development and Knowledge and Understanding of the World is limited by some significant weaknesses. The other three areas of learning are generally good.

Teaching shows significant weaknesses.

Staff show an understanding of the six areas of learning. However the lack of organisation, structure and consistent behaviour management, leads to ineffective delivery of the foundation stage curriculum. Staff are not clear over what they want children to learn from activities. So these are not suitable structured to ensure all children gain from the experience. There is ineffective use of children's assessment to ensure individual progress is being made.

Partnership with parents shows significant weaknesses.

A detailed prospectus including policies and procedures is available to parents, however parents are not actively encouraged to access this information. Staff do not sufficiently encourage parents to become involved in their children's learning or share information about their children. Not all parents are aware of their child's key worker or the progress their child is making.

Leadership and Management has significant weaknesses.

The chairperson and committee do not currently have sufficient awareness of their responsibilities and are not fully involved in the running of the group. There are no procedures in place to evaluate group practise to ensure development is continued and maintained. The evaluation of nursery education is limited. Children's progress is not effectively monitored to ensure progress is being made in all areas.

What is being done well?

- Children's Personal, Social and Emotional development is generally good. They are developing good relationships with each other and early friendships are being formed.
- Children are offered ample opportunities for physical play. Their gross motor skills are developing well.
- Children use imagination during role play. Children can recreate and sing simple songs and rhymes from memory. They match actions and movements to songs, stories and rhymes.

What needs to be improved?

- Planning to identify learning intentions.
- Use of assessment and evaluation to inform planning.
- Organisation and involvement of staff in activities to ensure children are challenged and stimulated and their individual needs are addressed and met.
- Evaluation of the practise of the provision to ensure the continued development of the group is maintained.
- The flow of information to parents, so that they can be fully involved in children's learning.

What has improved since the last inspection?

Limited progress has been made since the last inspection. The point for consideration which was raised last time was that when making and recording the comments and evaluation of the daily session plans the setting needed to ensure reference was made to whether the identified objectives for children's learning have been met. Currently; neither weekly or daily plans identify staff intentions for children's learning. Evaluation comments are very general and do not make reference to children's learning intentions.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in their Personal, Social and Emotional development. Children are confident to choose activities for themselves. They are developing good relationships with each other and early friendships are being formed. Children are generally well behaved but at times become disruptive due to lack of direction. Everyday activities like snack time are not used to encourage personal independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

There are significant weaknesses in the children's development. Children converse happily with each other during free play activities and are confident to talk with adults. They respond with enjoyment to songs and rhymes. There are however limited opportunities, planned or naturally occurring for children to, link sounds with letters; recognise their written name, or develop reading and writing skills in the main sessions. Children's use of books is not sufficiently regularly encouraged.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

There are significant weaknesses in children's Mathematical development. Children are beginning to count in number songs and rhymes. They also count how many children are present at snack and register time. There is however a lack of opportunity for children to calculate and solve simple number problems in planned or everyday activities. Planned activities are not effectively used to develop children's learning and understanding of numbers or mathematical concepts like shape, size and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

There are significant weaknesses in children's development in Knowledge and Understanding of the World. Through topic work children learn about and explore different festivals and cultures. However there are limited opportunities for children to investigate and develop an understanding of the natural environment and community in which they live. Opportunities are not effectively used for children to know about and use everyday technology although resources are provided.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in Physical development. Children are offered ample opportunities for physical play, their large muscle skills are developing well. Children show confidence and control when using large scale equipment. Children move with control and coordination, they demonstrate awareness of the space around them. Their dexterity with pencils is underdeveloped.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in their creative development. They use their imagination in role play and painting. Children can recreate and sing simple songs and rhymes from memory. They match actions and movements to songs, stories and rhymes. The range of media provided is not extensive.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Review organisation of staff and resources to ensure staff are purposefully involved in activities. Ensure all children are involved in a suitable range of structured activities which offer stimulation and challenge to meet individual needs.
- Extend planning to identify learning intentions and develop the use of evaluations and assessments to inform planning.
- Develop procedures to monitor and evaluate the practise of the provision to ensure that the group continues to develop, and development is maintained.

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.