



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218214

DfES Number: 524508

INSPECTION DETAILS

Inspection Date 12/02/2004
Inspector Name Dianne Lynn Sadler

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name ROLLESTON PRE - SCHOOL PLAYGROUP
Setting Address School Lane
Rolleston-on-Dove
Burton-on-Trent
Staffordshire
DE13 9AQ

REGISTERED PROVIDER DETAILS

Name The Committee of ROLLESTON PRE - SCHOOL COMMITTEE

ORGANISATION DETAILS

Name ROLLESTON PRE - SCHOOL COMMITTEE
Address School Lane
Rolleston-on-Dove
Burton-on-Trent
Staffordshire
DE13 9AQ

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

Rolleston Pre-School opened in 1992. It operates from a mobile classroom in the grounds of John of Rolleston Primary School, on the outskirts of Burton-On-Trent. It serves the Village of Rolleston and the local area.

There are currently 47 children aged between two years and five years on roll. This includes 25 funded three year olds and 20 funded four year olds. Children attend for a variety of sessions. The pre-school currently supports a number of children with special needs and who speak English as a second language.

The pre-school opens five days a week during school term times. Sessions are from 09:00 until 11.45 and 12.45 until 15.15.

There are six permanent staff who work with the children, all the staff have Early Years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Rolleston Pre-School provides good care for children. The pre-school offers a warm, welcoming environment and makes good use of space available to meet the needs of children. There are designated work areas covering the six areas of learning. There is a well-written operational plan containing all relevant records and policies and procedures. The register does not contain sufficient detail. There is a wide range of attractive toys, furniture and equipment available, easily accessed by children.

All hazards have been identified and minimised, creating a safe environment where children feel safe and secure. Good hygiene practices are in place and children's dietary needs are met well, according to the wishes of parents, with a good choice of healthy nutritious snacks provided. There is a wide range of resources reflecting positive images. Routines and boundaries are clear and understood by children, with

praise and encouragement being used to reward positive behaviour.

Activities are very well planned and cover all areas of learning. There is particular emphasis in working with the local primary school, with positive relationships being developed. Interaction between adults and children is very good, with adults listening to what children say. All the children are included and valued, especially children with special needs and from other cultures, whose individual needs are met well.

The pre-school develops good relationships with parents. The staff work closely with parents to ensure the children's individual needs are met according to their wishes. There are effective procedures in place for sharing records with parents and keeping them well informed. They are also encouraged to contribute to the children's' assessments and good links between home and pre-school are being fostered.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- The planning and presentation of activities and stimulating play opportunities, which cover all areas of learning.
- The provision of a wide range of furniture, toys and equipment, which are attractive and meet needs of children present.
- The inclusion of all children, to ensure their individual needs are met and they feel valued and secure.
- The partnership between staff and parents, keeping them well informed and included in their children's' progress to ensure a good liaison between home and pre-school.
- The provision of varied, nutritious and healthy snacks, offering children choice and ensuring they experience a sociable snack time.

What needs to be improved?

- procedures to record accurately the attendance of children.

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
2	Ensure children's arrival and departure is recorded.

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

How effective is the nursery education?

Rolleston Pre-school offers high quality provision overall, which helps children to make very good progress towards the early learning goals. All aspects of the provision are well organised and children are motivated to learn within a stimulating environment, offering separate work areas, linked to the six areas of learning.

The quality of the teaching is very good. All staff have a good understanding of the foundation stage and organise clear, concise plans to ensure children develop through the learning goals. Activities are well organised and presented in an imaginative way and ensure children are presented with sufficient challenges. Staff observe and record children's development well and use the information effectively to plan for future learning. There is an effective system in place to support children with special educational needs. Staff listen to what children say and extend children's learning by encouraging them to think and express their ideas and feelings. Children's behaviour is managed well.

The leadership and management of the group is very good. Staff work well as a team and are included in all the planning and decision-making. Communication is effective and there is a commitment to further training. The group are good at identifying their strengths and weaknesses and have plans in place to make them more effective in relation to music and movement.

The partnership with parents is very good. Staff work very closely with parents and there are good opportunities for parents to receive and discuss information about the provision and to share information about their children's' development. Parents are involved in assessing their children's' progress and are informed of developmental targets set. Parents are encouraged to participate in pre-school events, ensuring good links between home and pre-school

What is being done well?

- Staff listen to what children say and extend their learning by encouraging them to think and express their ideas and feelings.
- There is an imaginative, varied curriculum, covering all areas of learning, offering activities such as woodwork and cookery. It also ensures older and more able children are presented with sufficient challenge.
- Staff record and monitor children's development and evaluate the children's' assessments to plan for future learning.
- Staff develop good relationships with the parents, who are encouraged to participate and affect the children's' learning, ensuring good links between home and pre-school.

- Knowledge and understanding of the world is well planned and ensures children make progress, being encouraged to investigate, explore and become involved in new experiences.

What needs to be improved?

- staffs' knowledge and skills in providing music and movement for children.

What has improved since the last inspection?

The Pre-School has made very good progress since the last inspection.

At the last nursery education inspection the Pre- School agreed to develop opportunities for children to recognise letters by shape and sound on a daily basis. Letters are displayed around the room and used to label artwork and coat hooks. Children are able to recognise letters by shape. There are phonics bags which are regularly used and children are able to link sounds to letters.

They also agreed to provide resources to develop children's' awareness of a cross section of society, especially those with disabilities. Children now have access to a wide range of resources, which positively reflect disabilities for example small world toys include figures of disabled people in wheelchairs, as do the books, puzzles and posters.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children aged three and four are interested in the activities offered, and able to sit and concentrate for appropriate periods of time. Staff have consistent and clear expectations of the children's behaviour and children understand their boundaries. Separate work areas within the room enables all children to choose resources for themselves and work independently and as part of a group. Children are forming good relationships with their peer group and adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children take part in a large variety of activities, which develop their listening skills. They are able to confidently communicate ideas and feelings and use speech to explore real and imagined experiences. They are developing an enjoyment of books and demonstrate an understanding of how to use them and use language for prediction. All children are able to recognise their own names and attempt to write them. They are able to make marks with meaning in print for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

There are well planned activities and opportunities for children to count and recognise shape, size and numbers. Children use calculation in a variety of situations and are developing a good understanding of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to discuss past and future events both at home and at pre-school with competence. They are able to investigate and explore a range of objects and materials, the natural world and the community in which they live. There are good opportunities for children to learn about other cultures and beliefs during spontaneous play and planned activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are involved in well planned physical play sessions daily both indoors and outdoors. Children are able to develop a sense of space, and awareness of their own bodies and practise skills in this area of learning. They access a wide range of large and small equipment to develop fine motor and gross motor skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have plenty of opportunities to explore colour, texture, shape, form and space. They are able to respond in a variety of ways to what they see, hear, smell, taste touch and feel. Children are encouraged to use their imagination and express their ideas thoughts and feelings in a variety of activities. Children confidently recite nursery rhymes from memory in small group situations and explore music and movement.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following; -
- further improve staffs knowledge in developing children's progress in music and movement.

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.