

Ring O' Roses Pre School

Inspection report for early years provision

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| Unique reference number | 119513 |
| Inspection date | 04/11/2010 |
| Inspector | Suzanne Stedman |
| Setting address | RNA Club, 73-79 East Street, Prittlewell, Southend on Sea, Essex, SS2 6LQ |
| Telephone number | 01702 617 106 |
| Email | |
| Type of setting | Childcare on non-domestic premises |

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Ring O' Roses Pre-school is managed by a voluntary management committee of the parents of children attending the pre-school. It opened in 1995 and operates from a basement room accessed via a flight of steps, within the Royal Naval Association premises in the Prittlewell area of Southend-on-Sea, Essex. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday, term time only. Session times are Mondays to Fridays from 09:15am until 12:15pm. All children share access to an enclosed outside play area.

There are currently 22 children from two to five years on roll. Of these, 17 children receive funding for nursery education. Children from the local community and surrounding areas attend for a variety of sessions. The pre-school supports children with learning difficulties and/or disabilities, and also children who have English as a second language.

The pre-school employs seven staff. Of these, six hold appropriate early years qualifications. One staff member is working towards an early years qualification. The setting receives support from the local authority and from the Pre School Learning Alliance (PSLA).

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This group has a satisfactory understanding of children's individual needs which supports children in making progress within the Early Years Foundation stage. Learning opportunities take place in a safe and well risk-assessed environment where children's safety and security is given a high priority. Satisfactory partnerships with parents and carers ensure that the needs of each child are appropriately met. This provision uses self-assessment to identify their strengths and areas for development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend the use of the outside play area to incorporate all areas of learning
- expand children's assessment records to clearly indicate their starting points, achievements and next steps
- develop resources and activities relating to similarities and difference.

The effectiveness of leadership and management of the early years provision

The committee and supervisor are new to the setting and are working together closely to develop the setting's standard of learning. Children are safeguarded as robust recruitment procedures are in place and all adults having access to children are suitable to do so. Staff members have a secure understanding of the safeguarding procedures and attend relevant training to update their knowledge. All of the groups' policies and procedures have recently been renewed to incorporate all current changes. These have been completed to a good standard, which supports the group's practices. These documents are all shared with parents and carers to ensure they are well informed. The staff are committed to working in partnership with parents and carers as they understand the importance and benefits this brings. Parents are verbally kept up-to-date on a regular basis. There is a notice board containing information, and newsletters are provided to keep them informed about current events in the group. The children's individual records and assessments are all shared with the parents, however these need to be expanded to clearly indicate their starting points, achievements and next steps of learning. The nursery has formed satisfactory links with outside agencies and other settings delivering the Early Years Foundation Stage.

Good security and risk assessments are in place to ensure the environment and activities, both indoors and outdoors, remain safe for children. Continual evaluation of the provision ensures that areas for improvement are identified. Emphasis and consideration is given to the views of the children and parents to ensure a satisfactory service is provided. Children's activities are reviewed to improve or expand on existing practices. Activities are adapted to meet the unique child's needs and help them develop. This demonstrates the ability to evaluate and adapt to a child-centred approach. There are limited resources and activities relating to similarities and difference, however this has been identified as an area for development.

The quality and standards of the early years provision and outcomes for children

Children are able to play and learn in a child-friendly environment both inside and outside. However the outside play area is currently mainly used for physical exercise and does not incorporate all areas of learning. The staff know the children who attend the setting well and have an understanding of child development and how children learn. This means that children are provided with a range of play and learning opportunities which support the children's interests. Children enjoy creative activities inside such as, playing with the 'gloop' and animals in the water tray. They use the construction equipment to build towers and develop an understanding of mathematical language, such as large and small, taller and shorter. Children enjoy putting together complicated puzzles which develops their understanding of size and shape. They have fun competently using the mouse and keyboard at the computer taking turns and conversing about the games they are

playing. Children have great fun playing with the ball run where they identify colour, and count balls as they roll them down the run. Children plant seeds, experiencing the texture of the soil and developing an understanding of living things.

Children are developing an understanding of how to keep themselves and others safe whilst inside and outside the group, and are secure within their environment. For example, children are aware not to run inside, and also how to use the apparatus appropriately. This helps to reinforce their understanding of staying safe.

Children are offered healthy food and are able to help themselves to food at snack time promoting choice and independence. Children manage their personal hygiene routines well with free access to the toilets and wash basins. Positive activities are shared as children help to clear away at the end of the session. Children are learning skills for the future as they learn to be independent, form relationships and progress in their learning and development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met