

Roundash Pre-School

Inspection report for early years provision

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Inspector	Sue Taylor
Setting address	Hartley Primary School, Round Ash Way, LONGFIELD, Kent, DA3 8BT
Telephone number	01474 706475
Email	roundash_preschool@hotmail.com
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

Roundash Pre-School is a committee-run group and opened in 1981. It operates from a mobile classroom, situated in the grounds of Hartley Primary School in Longfield. Children have access to an enclosed outdoor play area. The pre-school is open each weekday during school term times only. Sessions are from 8.45am to 11.45am Monday to Friday and 12.30pm to 3.30pm Monday to Thursday.

The pre-school is registered on the Early Years Register. A maximum of 26 children aged from two years may attend at any one time. There are currently 60 children in the early years age group on roll, some in part-time places. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 10 members of staff, nine of whom hold appropriate early years qualifications to at least level 2. The pre-school provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are kept safe and have their individual care needs met well. They are making good progress in many areas, ably supported by the caring staff team. Overall, children are confident as they are valued for who they are, with their individuality nurtured. The strong links with parents and others promote and encourage good partnership working. Effective steps are taken by the pre-school to evaluate the provision, identifying strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- extend resources and opportunities to further support children in learning positive attitudes and behaviour towards people who are different to themselves and promote the use of children's home languages in their play and environment
- improve opportunities for children to explore and investigate the natural world indoors.

The effectiveness of leadership and management of the early years provision

The staff are fully aware of their role and responsibilities in safeguarding children. Robust steps are taken to safeguard children. For example, staff undertake

relevant training and appropriate written policies are shared with staff and parents, so all are well informed of the pre-school's practices. A good recruitment process helps ensure that adults are suitable to work with children and Criminal Records Bureau checks are obtained for all staff. Inductions for new staff and annual appraisals support staff in their ongoing development, with further training encouraged. Recommendations from the last inspection have been met well; for example, the fire drill record now contains good detail as to how the drill was carried out and any actions required. This helps ensure children are kept safe.

The pre-school has a good awareness of its strengths and identifies areas for development that will positively improve outcomes for children. For example, plans are in place to develop the outdoor area, thereby providing better opportunities for children to get involved in planting and digging. Parents are able to contribute to the organisation through committee membership or by making suggestions. Children's views and opinions are valued. There is a good selection of resources that are used well to support children's learning. Positive discussions and visual aids used with children at circle times enable them to talk about planned activities, and whether these have happened and were enjoyed. This, alongside other information gathering such as the 'Unique Story' sheets, enables staff to focus on children's likes and dislikes when planning future activities or individual next steps in learning. The staff team are enthusiastic and work well together.

Children's progress towards the early learning goals is noted and any gaps in achievements or learning are easily identified and planned for. Key persons are very familiar with their key children and observations made as children play are used well to assess their achievements. The staff welcome and value all children, helping to create a friendly and accepting environment. The pre-school has identified that it needs to do more to support children in gaining positive attitudes and behaviours towards people who are different to themselves, for example, with a greater selection of resources and in the use of children's home languages in the environment and as children play.

Effective and well-established partnerships are in place to support children who attend other Early Years Foundation Stage settings. Through positive liaison with others, key persons can be sure that they are able to support and promote children's continuity of learning and care. Good partnerships exist with local schools and these help children to have a positive experience during the transition to school from the pre-school. The staff team are continually looking to encourage improved links with all others involved with individual children.

Relationships with parents are clearly valued and encouraged. Parents and carers are kept well informed about their children's achievements, well-being and development. Positive comments show appreciation for the sharing of children's learning records and parents feel able to contribute to these. They are made aware of the Early Years Foundation Stage framework and how their child learns and develops as they play. Suggestions for activities at home to support this are made for the children generally, and at times, for individual children. Parents are well informed of the pre-school practices and procedures, and staff obtain all required information to support the good individual care of the children.

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

All children are valued by the staff and welcomed into the pre-school. As a result, they gain a sense of belonging and are very keen to take part in planned activities. The positive relationships engage children and they are confident that they are safe and secure in the surroundings or as they use resources. For example, children are taught how to use scissors properly and take part in regular fire drills. They help tidy away and benefit from the good levels of praise they receive. Overall, the children behave extremely well and are caring towards each other, showing concern if someone is upset. They make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop good skills for the future.

Children's learning benefits from the fact that their key person knows them well. From the written observations made as children play, staff identify and plan for the next steps in each child's learning. The easily accessed resources encourage children to make decisions and choices about their play. They benefit from being able to decide if they wish to play indoors or outside for most of the session. The visual time line ensures all children are aware of additional activities or new play opportunities. The resources and activities support children's learning across the six areas of learning. For example, a good selection of resources encourages children's numeracy and counting skills. They also practise counting children at circle times.

Mark-making items are easily accessed by the children and they are encouraged throughout the session to practise writing. Staff think of different ways to encourage a child who is reluctant to do this, for example, by using large sheets of paper or chalking and water painting outside. A recent popular activity was copying letters on biscuits with icing pens. This encourages children's literacy skills. Electronic toys such as a shop till help children gain an understanding of information and communication technology, in addition to using the computer. They listen well to stories and are very keen to communicate, with staff supporting the less confident talkers well. Children gain an awareness of the wider world through some resources being available and by participating in activities such as making Chinese lanterns or money envelopes. The staff try to make the activities real for children and appreciate visits from other adults or parents to support this. Children are able to use magnifying glasses to investigate the natural environment outside; however, there are very few natural items indoors to encourage further exploration.

The outdoor area supports children's physical development well with activities such as balancing on textured stepping stones, manoeuvring the ride-on toys or digging in the plant box. They can have quiet times and look at books or practise mark-making. In addition, outdoor play supports a healthy lifestyle. The staggered snack time enables children to finish their play first or linger at the table to enjoy the social occasion. They benefit from healthy options such as oranges, carrot sticks and cheese. Easy access to drinking water throughout the session gives them

control over their own needs. Pouring the drinks helps support their developing independence skills and these are further developed as they put their coats on to go outside or use the toilets when they need to. Hygienic practices by the staff help keep children healthy and they learn good habits such as putting used tissues in the bin or hand washing before eating.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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