

# Ross Pre-School

Inspection report for early years provision

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**Unique reference number**

223586

**Inspection date**

11/03/2011

**Inspector**

Liz Owen

**Setting address**

Ross & District Community Association, Larruperz Centre,  
Grammar School Close, Ross-On-Wye, Herefordshire, HR9  
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**Telephone number**

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**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

Ross Pre-School Playgroup opened in 1970. It operates from two rooms within the Larruperz Community Centre in the town of Ross-on-Wye. The pre-school serves the local area. The group opens five days a week during school term times. Sessions are from 9.30am until 12.30pm every weekday. Children may also attend a lunch club from 12.30pm to 1.25pm. Children have access to an enclosed outdoor play area. The premises is accessible.

The pre-school is registered to care for a maximum of 52 children aged from two to five years at any one time. There are currently 54 children in this age group on role. The setting is also registered on the compulsory and voluntary Childcare Register, providing a summer play scheme for 26 children aged from two to eight years. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

Eight members of staff work with the children, six of whom have early years qualifications to National Vocational Qualification (NVQ) level two or three. The supervisor has a BA Honours in Integrated Early Years Studies and has Early Years Professional Status (EYPS). The setting receives support from the local authority and is currently working towards a bronze quality assurance accreditation. The setting is a member of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school's practice is inclusive which ensures that children's individual needs are met well and that they have good opportunities to be involved in their local community and to learn about the wider society. Staff demonstrate a good understanding of the needs of individual children based on observations and information provided by parents. Partnerships with parents, carers and other agencies are good. Children's individual learning and welfare needs are met. All children enjoy access to a broad range of interesting, age-appropriate and enjoyable experiences which help them to develop and learn within a generally safe and secure environment. The committee understand their responsibilities and work closely with the supervisor and staff to support ongoing improvements. They work together on the self-evaluation and update this regularly.

## What steps need to be taken to improve provision further?

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

- improve the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and wellbeing
- improve assessment records to ensure that all areas of learning and development are given equal importance to support children's progression.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded because there are good procedures in place for identifying any child at risk of harm. Staff continue to update their knowledge of safeguarding issues through training and follow safeguarding procedures which are based on Local Safeguarding Children Board guidance. Recruitment and employment procedures ensure that suitability checks are completed on staff and committee members. Children are well-supervised by qualified staff who understand their roles and responsibilities in relation to safeguarding, safety and security. Arrangements to ensure the security of the premises are fully in place, and collection procedures are discussed and agreed with parents. Annual risk assessments and daily checks are carried out on the premises and environment but do not cover all aspects of the activities children are involved in. However, although staff are aware of hazards within the environment used by children and take steps to keep children safe, such as the damaged fencing and Wendy house, this information is not recorded in the risk assessment documents. Children's good health is managed well with individual care plans discussed and agreed with parents where appropriate. Trained staff are available to administer medication and manage any accidents which may occur.

There are well-established partnerships with parents and carers based on a good two-way flow of information sharing. The information provided by parents on children's stage of development and interests in any specific needs, is used to ensure the child's key worker fully understands children's individual needs and parents' preferences. Parents are provided with clear information on the provision through regular discussions, newsletters, written policies and procedures. They are involved in their child's learning and development and they are invited to discuss their child's progress and contribute to the setting of targets which are developmentally appropriate to their child. Parents are involved in various ways with the playgroup, they play an important role in the management committee and supporting the playgroup in many community activities. There is a good partnership with other agencies and professionals. The preschool has contact with various other bodies who work with the children in the setting. This enables children to receive the support they require. The consistency of children's care and learning is promoted well through links with other settings children attend and with local schools.

The pre-school is well-resourced with a wide range of toys and equipment that helps make the environment welcoming and fun for children. Recently purchased storage units have improved opportunities for children to make independent choices and decisions about the activities they play with. Children choose photographs of the activities they want to play with and have matched the photographs with the pictures on the storage boxes. The sessions are well organised providing children with regular opportunities for outdoor play using the well-equipped, secure play area. Regular visits within the community and visitors to the setting enhance opportunities for children's learning. The staff group are

well qualified and work well together to support the individual needs of all children. Children who need additional help receive a high level of support. Staff use positive strategies and teaching methods to ensure all children are able to make as much progress as possible given their starting points and capabilities.

There are good systems in place to monitor and evaluate the quality of the provision. The management, staff and parents are involved in the self-evaluation process which has given rise to identified targets for improvement. The process is ongoing with new targets being set as targets are achieved. There are currently plans to improve the outdoor play area and to send staff on further training to aid their professional development.

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

The good organisation of the daily sessions enables children to arrive, leave their parents and quickly become involved in the activities provided. Children are grouped appropriately in two separate classrooms but have opportunities to join together for some activities such as music and outdoor play or special events. Older children in the pre-school room engage in activities that help prepare them for transition into school, for example, planned physical education sessions and computer work. Children are developing skills for the future using a wide range of activities and learning opportunities which cover all six areas of learning.

Activities are planned around children's interests and key areas targeted for further development. Staff use their good knowledge of the children in their key groups to ensure the learning objectives meet the needs of individual children. Observations are carried out and used to make an assessment of children's progress so that staff can work with parents to identify ongoing targets as children make progress. However, the information gathered through the observations is not consistently recorded so that a full picture of children's progress across all areas of learning is completed.

Children enjoy themselves and are able to join in with activities that capture their interest and help them learn. The pre-school has been involved in a music project where different visiting musicians share their expertise with the children. A percussion activity was greatly enjoyed by the children. They listened carefully to instructions as to when to use the instruments loudly, quietly and when to stop. They were physically active as they danced around, jumped up and down or beat out a rhythm on different drums. Children's confidence and self-esteem was promoted as they showed pride in their achievements when they were chosen to play the drums for the group. The activity was used exceedingly well to link to the six areas of learning.

The children respond well to the staff, sharing conversations, listening to instructions and generally forming good relationships. Children are well behaved and learning to negotiate and share as they learn right from wrong. The good level of supervision they receive and their interaction with the staff help them learn to keep themselves safe. They are encouraged to use tools and equipment safely, for

example, reminders to look out for other children before jumping off balance equipment outside and to be careful that sand does not get thrown on other children. Children's good health is encouraged through healthy snacks and access to regular drinks of water. Topics based around healthy eating reinforce discussions with staff about healthy food. Physical exercise and fresh air is provided regularly. Children use a well-equipped outdoor play area where they can use sports equipment, balance beams and use explorative play such as sand and water. More formal physical education sessions are provided for older children.

There is a good community focus to the playgroup. Children take part in events both local and national such as World Book Day, Red Nose Day and participating in Ross in Bloom. This helps children develop a sense of belonging and community. They learn about the wider world using a range of resources that help them celebrate and learn about other cultures and people.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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