

# Roseberry Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	226883
<b>Inspection date</b>	29/03/2011
<b>Inspector</b>	Alison Edwards

<b>Setting address</b>	Sikh Community Centre, 106 East Park Road, Leicester, Leicestershire, LE5 4QB
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<b>Email</b>	
<b>Type of setting</b>	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

Roseberry Pre-School operates in the Guru Tegh Bahadur Community Centre in the Spinney Hills district of Leicester. It registered in 1994 and is a committee-run organisation serving the local community. Children use the main hall and daycare rooms on the ground floor, with access to associated cloakroom facilities. The pre-school provides outdoor play through use of local parks. The pre-school operates from Monday to Friday throughout the year, opening within the hours of 8am to 6pm. It also offers playscheme provision during part of the summer holidays. It is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 48 children between the ages of two and eight years, all of whom may be in the early years age range. It is also registered on the voluntary part of the Childcare Register to care for older children. It receives funding to provide nursery education to children aged three and four years. There are currently 25 children on roll, all of whom are in the early years age range. The majority of these speak English as an additional language. Including the manager, there are currently five regular staff. Of these, one is qualified at Level 4, three at Level 3 and one at Level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the setting is organised well to promote children's welfare and development. Children display good levels of confidence and enjoyment in their relationships and in an interesting and well-planned range of activities. Consequently, this helps them to make good progress towards the early learning goals identified within the Early Years Foundation Stage. Staff have a good understanding of each child's background and needs, and effectively help all children to recognise and respect diversity. The pre-school has a good overview of its current effectiveness, with clearly identified plans for further improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission to seek any necessary future emergency medical advice or treatment (Safeguarding and promoting children's welfare). 12/04/2011

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

- explore further ways to work with all those involved in the setting to further promote the importance and value of the outdoor environment, with regard to the problems of freely accessing outdoor play because of design and

- organisation of premises
- explore further ways of working with other early years providers, such as the schools to which children transfer, to enhance continuity and progression for children.

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

There are systematic arrangements for the recruitment, clearance and induction of adults responsible for children's care, helping to ensure that they are suitable for their role and understand their duties. A comprehensive range of policies and procedures are readily accessible and regularly reviewed by staff and parents, effectively underpinning the management of children's care. Risk assessments include detailed consideration of how to manage specific areas of the premises and different types of outings, supporting the implementation of a range of practical safety precautions. A high proportion of staff hold current paediatric first aid training, and first aid supplies are readily accessible on the premises and outings. Records relating to each child's personal, contact, health and care details are systematic and easily available. Consequently, they generally support staff well in meeting children's individual needs, for example, with regard to documenting arrangements for the management of any dietary requirements or the administration of any required medicines. However, because of recent changes to their format and content, they do not currently consistently show whether parents have given prior written consent for medical treatment to be sought in the event of an emergency. Consequently, this does not fully promote staff's ability to act promptly in children's best interests in such circumstances. Staff have a good knowledge of what abuse and neglect are and understand their responsibilities in the event of any concerns about a child or allegations of abuse.

Available indoor space is used very well to create an interesting and stimulating environment which effectively reflects children's backgrounds and the wider community. Low screening is used to create inviting areas for different types of play, with very effective use of lots of relevant child-height displays reflecting different cultures and lifestyles. These include simple dual language books about different foods and clothing within the role play area, and pictures, posters and symbols reflecting the use of music in different cultures, linked to a wide selection of varying instruments. Children are encouraged to safely develop good levels of purposeful independence in their play. For example, small tools, such as, scissors and hole punches are easily available to them in low storage units. Staff work hard to provide children with worthwhile daily opportunities for a range of outdoor experiences using local parks and outings. They have already investigated a number of potential schemes to try and further improve children's access to outdoor experiences. They recognise the value of further exploration of ways to overcome problems in freely accessing the outdoor environment arising from the nature of their premises.

The pre-school works well with parents to support children's care and development. There are now good systems for staff to take account of parents' knowledge of their own children's initial abilities, needs and interests when they

start at the group. In response to parental suggestions, there are now more frequent opportunities for parents to systematically review children's progress with staff and contribute their ideas to plans for their future learning. Newsletters provide useful information about current and planned activities and ways to support these. The use of a book loan scheme also encourages children to make links between their learning at pre-school and home. There are established arrangements to work with other agencies, such as speech therapists, to support the identification and inclusion of children with special educational needs and/or disabilities. A recently reviewed special needs policy is based on nationally recognised guidance, helping to ensure that it complies with current legal requirements. The pre-school provides a written summary of each child's achievements to the school to which they transfer. However, staff identify that they have not yet fully explored further ways to work in partnerships with other early years settings to fully extend continuity and progression in children's care and learning.

There is a regular programme of staff meetings, individual reviews and appraisals. This includes ongoing review of the effectiveness of current practice, taking account of agreed quality assurance standards. As a result, there is a good basis for staff and managers to systematically agree priorities for individual professional development and to review the effectiveness of the setting's provision as a whole. Consequently, the pre-school has effective systems in place to maintain a comprehensive and updated self-evaluation process, providing a clear overview of current strengths and areas for further improvement. The majority of pre-school staff already hold recognised qualifications at supervisory level, with a high commitment to continuing professional development shown by participation in further training. Consequently, the setting shows a good capacity to improve the existing quality of provision for all children.

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

There are strong arrangements to promote children's understanding of safety and health. Children's play experiences are presented well to promote a healthy lifestyle. For example, children enjoy finding fresh fruit, such as apples, in the home corner and show knowledgeable awareness of the reasons for washing their hands before eating these. Children enthusiastically and energetically participate in well-organised, adult-led activities, such as simple exercise sessions. These also help children with a range of home languages to extend their vocabulary relating to different parts of the body. Children are interested in a good range of displays about healthy eating, often making reference to these when talking about the selection of fruits and vegetables provided for their snack. Staff make good use of developmental records to track children's progress in their movement skills, for example, identifying a younger child's growing control in pedalling wheeled toys. They actively support children in extending their skills and confidence, such as, when sensitively helping a child to safely slide down a fixed pole on a sturdy climbing frame. Children have many good opportunities to develop their dexterity, for example, as they grasp, squeeze and roll dough or as they use a range of small tools, such as, scissors, glue spreaders and punches to create box models. They

gain a good awareness of safety in their local community as they spontaneously explain that 'the green man has gone, so stop, don't cross' or as they enjoy visits from local fire or police officers. They make good links in their learning as they incorporate use of safety equipment, such as, hard hats and high visibility jackets in 'building' role play.

Staff are effective in helping to promote children's personal and social skills in this welcoming and inclusive setting. Displays and play materials incorporate a wide range of items reflecting different lifestyles and print forms. Staff make good use of key phrases in children's home languages to help reinforce their understanding and use of spoken English and to help them feel secure and confident. They make good use of their local neighbourhood to help children to recognise and respect aspects of different cultures and faiths, such as visits to local places of worship. They take careful account of individual children's social skills, planning and incorporating activities to help them to cooperate and take account of each other's feelings. For example, children learn to work together when enjoying parachute games and show growing awareness of how facial expressions reflect emotions when discussing the feelings of characters in picture books. Consequently, children are confident in establishing strong relationships with adults and peers, and in developing high levels of motivation and independence in their play.

Staff plan a broad and balanced range of learning experiences, which take account of their own and parental observations of children's abilities, and of children's own selections from pictorial catalogues. This helps to ensure that children benefit from activities linked to their own interests and experiences, providing good levels of individual challenge and progression. For example, staff effectively encourage children to develop their understanding and use of shape and positional language, such as, 'flat', 'round', 'forwards' and 'back' when shaping play dough. Well-presented sand and water play enables more confident children to develop their problem-solving skills as they anticipate how many more smaller containers will be needed to fill the bigger bucket. Children now benefit from many purposeful opportunities to use their mark-making skills, for example, when using notepads and pencils to take messages or orders in simple pretend play, or when 'writing' their own names and messages in Mother's Day cards. Staff promote children's enjoyment in shared books by effectively incorporating the use of simple props. Children begin to use books as reference materials, for example, when comparing their own ingredients for gingerbread men to the pictures and list in the story. Children with a range of home languages often show confident use of spoken English to make links in their experiences or express their ideas, for example, when recognising 'that is my temple' when on a bus ride, or when discussing where to get more carrots because there are none left in the fridge or the freezer. Children show confident familiarity with aspects of everyday technology when listening to stories through headphones, or when using mobile phones in pretend play. They gain a good understanding of the features of their local neighbourhood as they visit libraries, shops and places of worship, talking knowledgeably about how to get back to pre-school. Staff work hard to enable children to gain an understanding of the natural world, for example, by taking them out for walks in the snow and encouraging them to search for and examine small creatures, such as ladybirds, using magnifying glasses in local parks. Children's independent creativity is valued through the display of many of their own paintings and

drawings, often with captions of their comments and descriptions of these. Staff build on children's existing interests in a popular builder cartoon character by providing good opportunities for them to develop their own imaginative play in a well-resourced pretend building site. Consequently, children make good progress in their learning and establish a good basis for their future skills.



## 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

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

<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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