

Rush Common Pre-School

Inspection report for early years provision

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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

Rush Common Pre-School opened in 1962 and is run by a parent led committee. It operates from All Saints Methodist Church in Abingdon, Oxfordshire. The pre-school have use of a large hall, toilets and kitchen area. Children have access to a secure enclosed outdoor play area.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 27 children under eight years at any one time. There are currently 58 children on roll in the early years age group. Children come from the local and surrounding area. The pre-school is open Monday to Friday during term time only from 8.45am to 11.45am. On Monday, Tuesday, Wednesday and Friday afternoons sessions are held for the older children from 11.45pm to 2.45pm. A lunch club is offered in between the sessions on these days. Children aged three and four-years-old receive free early education. The pre-school is able to support children with learning difficulties and children who speak English as an additional language.

Eight members of staff work with the children. Of these staff, five hold appropriate early years qualifications and two are working towards further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Sound self-evaluation processes are leading to positive improvements at the pre-school. Children enjoy their time at the pre-school and overall benefit from suitable activities and interaction to help them make suitable progress towards the early learning goals in most areas of learning. Some routines and activities do not consistently promote independence or sufficiently extend children's understanding and learning outcomes. Good procedures are implemented to promote children's good health and safety effectively. Communication with parents is effective. Partnerships are developing appropriately, although occasionally information from outside agencies is not always utilised effectively.

What steps need to be taken to improve provision further?

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

- develop the programme for communication, language and literacy by offering more opportunities for children to recognise and write their own names
- further support children's growing independence, for example, by giving them more opportunities to serve themselves at snack time
- improve opportunities for children to feel safe and secure by setting, explaining and maintaining clear, reasonable and consistent limits

- review how advice from other agencies is implemented to provide the best learning opportunities and environments for all children.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of their responsibilities with regard to promoting children's welfare. Good risk assessments and effective daily checks identify potential risks and hazards to children. The pre-school is proactive in addressing safety issues, for example, they have recently fitted door protectors to the toilet doors. The premises are secure and systems for the safe collection of children are in place. Regular evacuation practices enable staff and children to become confident in the procedure. This supports children's suitable understanding of safety. Staff follow good hygiene procedures, such as, wearing gloves and aprons when handling food.

Regular meetings support positive communication between the staff and the committee. Staff are encouraged to undertake training, which supports their professional development. The new managers of the setting take positive steps to address issues at the pre-school, for example, updating paperwork to meet requirements. The pre-school soundly identify strengths and most areas to develop and improve. Action plans are targeting ongoing improvements at the pre-school. This enables the pre-school to make steady sustainable continuous improvement.

Staff are deployed well and this enables them to soundly support children. Resources are stored effectively in clearly labelled containers. The pre-school has some good resources that positively reflect the diverse society. They celebrate appropriate festival and religious events that value the children's individual backgrounds.

The preschool are developing appropriate partnerships with other professionals involved in children's care and learning. At times, the preschool do not actively implement advice received to fully extend support for children's development. Parents comment very positively about the pre-school and are happy with the service provided. Good information is available to parents, for example, through notice boards, a website, and verbal communication. Daily feedback keeps parents up to date with their children's progress and time at pre-school.

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

Staff provide good support to enable children to feel safe and secure. Mostly, children settle with ease when they arrive at pre-school and staff support children during the transition to their care, gently encouraging children's participation. They are flexible in their approach, for example, they add an extra chair to the table to allow a new child to sit next to a chosen friend at snack time. Staff generally set clear and suitable behavioural boundaries for children. However, they are not

always consistent in including a clear explanation to children to help them understand the consequences of their actions. Staff recognise children's efforts and achievements and provide positive praise. This promotes their self-esteem and confidence soundly. Children form good relationships with adults and one another.

Children benefit from free access to the outdoor area. They enjoy plenty of fresh air and physical activity. Effective hygiene routines greatly reduce the potential for the spread of infection, for example, children dry their hands with paper towels. This reduces cross infection. Step up stools in the toilets enable children to be independent in their self care. Snacks and drinks provide healthy options to children, such as, fruit to eat and water or milk to drink. However, staff hand out plates, food and pour drinks for children and this limits their development of independent skills during this time.

Self selection units enable children to make free choices from the resources on offer. They access a suitable range of activities and play experiences. Children have named trays for their belongings, and their names are on their artwork. Otherwise, there are few opportunities for children to develop recognition of their name. Staff encourage children who show an interest to write their names, however, it is not consistently encouraged. Staff provide some good interaction and questions. As a result, they soundly underpin children's learning and critical thinking skills. Short circle times, such as registration enable children to develop concentration and appropriate listening skills and underpins some learning of numbers and letters. Staff securely increase children's understanding of mathematical concepts during individual and group activities, such as, sorting and matching resources. Staff know individual children well and encourage discussions about what children have been doing outside of pre-school, for example, strawberry picking. This positively supports children's language skills and values their contributions.

Staff maintain good records of children's progress. They undertake ongoing observations that steadily track children's progress. Children make steady progress towards the early learning goals in relation to their starting points. Information from children's observations feeds into the short term planning. This supports children in developing sound skills for the future and positively underpins children's progress.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	2

The quality of the provision in the Early Years Foundation Stage

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

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	2
The extent to which children adopt healthy lifestyles	2
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