

Ruskin Road Pre-School

Inspection report for early years provision

Unique reference number	139952
Inspection date	30/06/2011
Inspector	Ann Moss
Setting address	Carshalton Methodist Church, Ruskin Road, Carshalton, Surrey, SM5 3DE
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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

Ruskin Road Pre-School is owned by Carshalton Methodist Church. It opened in 1966 and operates from the second floor of the church hall, accessed via a flight of stairs. A maximum of 26 children may attend at any one time. The Pre-School opens each weekday during term time only from 9.30am to 12.30pm. Lunch club is offered from 12 noon until 1.30pm. The group have access to an outside area.

Ruskin Road Pre-School is registered on the Early Years Register to care for a maximum of 26 children at any one time. There are currently 36 children in the early years age group on roll. Of these, 21 children receive funding for early education. Children attend for a variety of sessions. The setting currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The setting employs nine members of staff including the manager. Of these, six hold appropriate early years qualifications and three are working towards an appropriate qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are well settled within the group and are making steady progress given their age, ability and starting points towards the early learning goals. There is a team ethos amongst the staff that enjoy their direct work with children. Partnerships with parents and others support the setting's ability to meet the individual needs of each child. Most documentation is in place to support the day to day running of the settings. There are systems in place to monitor and evaluate practice and staff are keen to develop different areas of the setting.

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, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in future. (Safeguarding and promoting children's welfare) (also applies the Childcare Register). 15/07/2011

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

- establish opportunities for play and learning that acknowledges children's particular religious beliefs and cultural backgrounds
- make sure the observations and children's assessments link closely to the planning and children's next steps, to challenge their learning and help them build on what they already know and can do
- provide opportunities for children to find out about and learn how to use appropriate information technology such as computers and programmable toys that support learning
- for each type of outing, carry out a full risk assessment.

The effectiveness of leadership and management of the early years provision

The arrangements in place for safeguarding children are generally effective. The committee has established systems to ensure staff suitability and has obtained relevant checks on all staff. The manager leads by example and is clear about her role. Staff performance is monitored and feedback shared. Appraisals identify staff strengths which are utilised effectively. Training needs are highlighted and supported well. For example, children are protected from possible abuse or neglect because all staff has attended a training workshop and are fully aware of the types of abuse and signs to look for. Written safeguarding procedures have been updated and reviewed regularly to ensure it is in line with the Local Safeguarding Children Board guidance. The premises are secured during use and staff are deployed well to ensure their safe arrival and departure. Health and safety is given due consideration and written risk assessments are used to identify and reduce hazards both indoors and out. However, staff do not ensure that risk assessments are in place for all outings undertaken by children and sensitive reminders to children such as not running in the hall are over looked. An appointed fire marshal ensures that fire drills are practised with the children and equipment is checked regularly and a fire log kept up to date. Accident, incident and medication records are in place and completed and shared with parents appropriately. All staff holds a recognised first aid certificate. This means a minor incident can be dealt with quickly and effectively. However, staff does not request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in future. This has an impact on children's continuing well-being and is a breach in a specific legal requirement. Children, staff and visitors are registered as they arrive, although staff does not record the time of children's late arrivals and some staff overlooks the need to record their attendance, as required to do so.

The staff set up the hall prior to children's arrival. They consider the areas of learning with the resources and equipment provided. Children's art work and colourful posters make the setting look welcoming and give children a sense of belonging. Resources are adequate to support children's learning and development. However, as children's next steps are not clearly identified the planned use of resources and activities are inconsistent in being able to support children's good progress. Children develop an awareness of the local community by being taken out on walks and visits within the local area and by having regular visitors into the setting, such as police officers. They begin to learn about the

wider world through tasting food, exploring musical instruments and discussing other cultures through festivals, although staff does not do all they might do to acknowledge children's individual backgrounds in a meaningful way to ensure they are fully included. There are systems in place to support children who have learning difficulties or disabilities, as well as those who speak English as an additional language. This is achieved through working closely with parents and other professionals, to ensure individual needs are met. Parents are kept suitably informed of all aspects of the provision through regular newsletters, notice boards and meetings. A policy folder is available for all to read. The website, maintained by the committee and staff, provides some useful information, for example, contact details of how they can contact the regulator about any concerns, if needed.

Partnerships with parents and carers are well established. Parents indicate they are very happy with the setting. They feel staff is approachable and they receive some good information about the curriculum offered. Regular news letters give ideas on how to extend their child's learning at home and support activities offered in the setting. In addition parents can access their child's learning journal and encouraged add their comments, which staff then endeavours to implement. However, the details shared is less effective as children's next steps are not clearly identified, hence, parents are not fully aware of how their child is progressing towards the early learning goals. The setting promotes good partnership working with outside agencies. The manager and her staff work well as a team. Although not all staff have contributed to the settings self- evaluation, they do evaluate their work with children and are effective in identifying areas that could be improved and are proactive in seeking external advice and support. This has a positive impact on the care, learning and play provided.

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

Children are happy and settled in the setting as they relate well to the caring staff, indicating that they feel safe. Most staff show good interactive skills as they support children's leaning and development. However, some staff do not use effective teaching techniques to encourage their thinking and learning and so children need's are not always acknowledged or met. Staff have a generally good working knowledge of the Early Years Foundation Stage and make observations of the children at play and use information form parent's own observations. However, these are not always used to good effect, to identify and plan for children's next steps and to ensure they are well stimulated and challenged in their learning.

Children gain confidence within the daily routine and are generally making steady progress towards the early learning goals. They are becoming confident in their use of numbers and can order them correctly up to five and beyond. Staff are skilful in holding children's attention during story time and children choose books to look at after tidying up, although few children spontaneously access books from choice during the session. Children have plenty of opportunities to practice mark making and most hold pencils and brushes correctly. They recognise their written

name and select their name cards for different activities. However, they are not sufficiently encouraged to write their names and there are currently few opportunities to raise their phonic awareness. Children's physical development is progressing sufficiently well, they move confidently and are safely gaining good control of small tools and larger equipment. Children use their imagination well in fantasy, role and small world play and explore a range of craft and design activities. A variety of practical experiences build the foundation for later learning about the natural world and science such as exploring the elements of oil and water, however, children have few opportunities to explore information and communication technology. Children play enthusiastically together. They build close friendships and are beginning to learn to consider the needs of others. Positive behaviour is warmly praised and children respond well to the signals, such as the tambourine, which staff shakes to request children to stop and listen and reminds them they have five minutes play before tidy up time.

Children learn the importance of good personal hygiene through every day activities, routines and the reinforced messages given by staff. Snack times are social occasions when children sit down together in their groups. Children benefit from a healthy diet of fresh fruit and vegetables, prepared by staff. They learn about maintaining a healthy lifestyle and healthy eating through activities and discussion on the benefits of certain foods. Fresh drinking water is available to children at all times and with the additional option of milk at snack time when older children pour their own drinks from suitable sized jugs. Children's physical skills are promoted effectively through a range of indoor and outdoor activities, which allow children to be active and develop their co-ordination.

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	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	2
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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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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Take action as specified in the Early years section of the report (Safeguarding and Welfare) 08/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- CR2 Arrangements for safeguarding children 08/07/2011