

# Blue Roof Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	205376
<b>Inspection date</b>	18/10/2011
<b>Inspector</b>	Christine Armstrong

<b>Setting address</b>	Perdiswell Young Peoples Leisure Club, Perdiswell Park, Droitwich Road, WORCESTER, WR3 7SN
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<b>Type of setting</b>	Childcare - Non-Domestic
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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

Blue Roof Pre School is managed by Perdiswell Young People's Leisure Club Trustees. The setting opened in 1968 and operates from within a youth and community centre situated on the northern outskirts of Worcester city. All children share access to a secure enclosed outdoor play area. The setting is open from 9am until 3pm. Children are able to attend for a variety of sessions.

The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 52 children may attend at any one time, all of whom may be on the Early Years Register. There are currently 54 children attending who are within the Early Years Foundation Stage.

The setting employs ten members of childcare staff, all of whom hold appropriate early years qualifications, and one holds Early Years Professional Status. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The inclusive nature of this setting ensures that all children and their families receive a warm welcome. Children make good progress in their learning and development because staff have a strong knowledge and understanding of how children learn and progress. Partnerships with parents and other settings are good and contribute to promoting continuity in children's care and learning. Policies and procedures are mostly implemented well to safeguard and promote children's welfare. The setting's capacity to make further improvements on an ongoing basis is good. However, although self-evaluation identifies areas for improvement and promotes reflective practice, it has not identified that some welfare requirements are not met.

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

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

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 02/11/2011
- take all necessary steps to improve security to prevent intruders entering the premises (Safeguarding and promoting children's welfare). 18/10/2011

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

- extend opportunities for children to develop their interest in number
- improve self-evaluation systems to ensure all welfare requirements are met.

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

Effective steps are taken to promote and protect children's welfare. There are effective recruitment procedures implemented to ensure all adults are suitable to work with children. Staff members undertake training and have developed a good understanding of safeguarding issues. They are fully aware of the procedures for reporting their concerns, which contributes to ensuring all children's welfare is protected. Effective arrangements are in place that support children's good health and minimise cross-infection. Risk assessments for the premises and outings are in place and daily safety checks are made of indoor and outdoor areas. Security for the entrance of the setting is good. However, suitable steps have not been taken to secure a door that leads to public areas within the building which are not used by the setting. This does not fully ensure intruders are prevented from entering the premises. On the whole, documentation is very well organised and contributes to ensuring children's needs are effectively met. However, information from parents about who has legal contact with and parental responsibility for each child is not obtained, which is a breach of welfare requirements.

The setting's equality and inclusion policies and procedures are effective in improving outcomes for children. Children's uniqueness is valued and respected and activities are planned to ensure all children have the opportunity to participate. Positive images of diversity are displayed in resources and around the setting, providing a clear message that all people are valued and welcome. There are effective procedures in place to identify any child's need for additional support. Interagency partnerships contribute to ensuring children with special educational needs and/or disabilities receive the support they need. Parents' and carers' views are sought, valued and acted upon. For example, a parents and carers group has been established, and as a result of suggestions made at the group the setting also offers stay and play sessions. Parents are kept well informed and included in their child's achievements and daily experiences. They are encouraged to share what they know about their child's development and are provided with information about ways they can support their child's learning at home. There are strong partnerships with the local primary schools, which supports a smooth transition into school for pre-school children.

This setting is clearly committed to continually improving and developing good practice, which will improve the outcomes for children. For example, good emphasis is given to supporting the professional development of staff. Since the last inspection, funding has been obtained to improve the quality of the outdoor learning environment and each staff member has been given responsibility for one area of learning, which has proved to be very successful in enhancing the overall learning environment. Recommendations made at the last inspection have been met and have also contributed to supporting children's learning. However, the

setting self-evaluation systems have not been effective in ensuring all welfare requirements are met, which potentially compromises children's welfare.

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

Children make good progress in their learning and development. Systems to monitor their progress are effective and contribute to the progress they make. Observations of children's progress and information gained from parents are used well to identify their next steps in learning and inform planning. This enables staff to plan challenging learning and development experiences that are tailored to meet children's individual needs

Children take part in a varied range of stimulating adult-led activities that inspire them to become active learners. For example, children show high levels of interest and engagement in finding out what happens to a nappy when they add coloured water. They examine the changes that take place in size and texture and watch avidly as the water disappears into the nappy. Staff on hand encourage and extend children's vocabulary by asking them question to describe what they are seeing and feeling. Children have good opportunities to explore and build with natural resources. For example, when they make trips to the local nature reserve and make shelters and when they play with media, such as sand and water, in the setting. Children's interest in nature is further fostered by having first hand experiences of watching the life cycle of creatures, such as butterflies, in a habitat and growing and caring for plants. Children explore the wider world as they make bus and train journeys and learn about staying safe when the community police officer visits the setting.

Children particularly benefit from freely accessing the varied and stimulating range of activities and equipment in and out of doors. This enables them to initiate their own play, play in small groups and follow their own interest. Musical instruments, a well-resourced craft area, mark making areas and paint easels effectively attract children's interest and promote their creativity. A hospital role play area, bubbly water and dolls in baths, and a realistic small world house in the outdoor area effectively spark children's imaginative play. Staff model play well and they have a strong understanding of each child's developmental stages. They are always on hand to provide appropriate challenges and support to enhance children's interest and motivation to learn. This helps children to make a positive contribution and enjoy their learning.

Children's skills for the future are effectively fostered as they begin to use information and communication technology to support their learning. They demonstrate increasing skills when using the keyboard and mouse on the computer to complete simple programmes. Children's enjoyment of singing, listening to stories and looking at books is promoted well throughout each session, and with home book bags and weekly songs for children to continue their learning at home. They take part in self-registration, which helps them to become familiar with their name in print. Children are encouraged to solve simple problems of space and measure as they play. Their interest and concept of number and

calculating is supported well through songs, but less effectively during daily routines.

Children demonstrate they feel safe and secure and develop independence skills as they make choices and explore their environment independently. They enjoy a very harmonious, supportive environment and receive lots of praise and encouragement from staff to develop their social skills and good behaviour. Activities and positive images around the setting help children to recognise and value similarities and differences in themselves and others. Routines, discussions and activities support children to learn about healthy lifestyles. Children have good opportunities to enjoy fresh air and become active. They develop their physical skills as they climb and balance on the climbing frame and ride and push a stimulating range of wheeled toys. They become aware of the importance of a healthy diet as staff work in partnership with parents to ensure children receive healthy lunchboxes.

## 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>	3
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>	3
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	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	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

<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	3
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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