

Rosehill Pre School Playgroup

Inspection report for early years provision

Unique reference number	305984
Inspection date	19/10/2011
Inspector	Pauline Pinnegar

Setting address	Holy Trinity Rosehill Primary, Upsall Grove, Stockton-On-Tees, Cleveland, TS19 7QU
Telephone number	01642 589220
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Type of setting	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*.

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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

Rosehill Pre School Playgroup is a committee run group which was registered in 1992. It operates from a mobile classroom within the grounds of Holy Trinity Rosehill (VA) C.E. Primary School. The pre-school is situated in Stockton-on-Tees and serves the local and surrounding areas. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term time. Sessions are from 9am until 3pm. Children are able to attend for a variety of sessions. A maximum of 29 children may attend the pre-school at any one time. There are currently 26 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs six members of childcare staff. All of these hold appropriate early years qualifications at level 3 or above apart from one who is working towards a childcare qualification. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are at the heart of all that happens in the pre-school. They and their families are warmly welcomed and staff demonstrate through their everyday practice, enthusiasm and professionalism that each child is valued and special. Staff thoughtfully organise the environment and plan a stimulating range of experiences for children that help them to make good progress in their learning and development. Documentation is maintained well and partnerships with parents and others are good. The pre-school demonstrates a good capacity for improvement and successfully uses self-evaluation to monitor practice and improve outcomes for children. They have identified a need to develop the systems for assessments, the outdoor play area and experiences for children to explore letters and sounds.

What steps need to be taken to improve provision further?

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

- develop the systems for assessments to effectively track children's progress towards the early learning goals and involve parents in this process
- develop further the opportunities for children to explore letters and sounds and to recognise that print carries meaning using simple words

- develop the outdoor environment to ensure all areas of learning are covered.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good attention because all staff have a secure understanding of the procedures to follow should they have any concerns about a child in their care. Robust recruitment and vetting procedures are in place and a detailed induction pack is available for new staff and students. Staff are highly committed to promoting children's safety because risk assessments are clear and give good consideration to potential hazards and any control measures are implemented accordingly. Staff are vigilant about arrival and collection procedures. All visitors are required to produce identification before entering the building and sign a visitor's book. Staff are committed to their own professional development, as ongoing training opportunities are encouraged to ensure they keep up-to-date with new changes, legislation and initiatives.

All children, parents and visitors to the pre-school receive a very warm welcome. Staff work very well together as a team and benefit from the management teams enthusiasm and commitment to provide good quality provision. Regular meetings help staff to plan the education programme, including individual learning plans for each child and to share good practice. A positive equality and diversity policy outlines a commitment to promoting inclusive practice. All staff demonstrate a commitment to working with external agencies to support the inclusion of children with special educational needs and/or disabilities. Strong links have been forged with other settings that children attend and the staff team actively seeks and acts upon support and advice from the local authority advisory team. Staff adopt a range of strategies to try and encourage parental involvement, for example, they invite parents to events which enables them to discuss their child's progress and they send home a daily communication book. However, parents are not yet actively encouraged to contribute to their children's assessment records to fully ensure consistency of care and learning. This is an area that the setting is currently exploring. Discussions with parents suggest that they highly value the care their children receive and are impressed with the progress that their children make. Parents receive a broad range of information about their children's care and learning through access to policies and procedures, notice boards and newsletters.

Detailed systems for self-evaluation assist staff in identifying improvements they can make. All of the recommendations raised at the previous inspection have been addressed effectively which supports good outcomes for children. Reflective practice is ongoing at all levels and parents are invited to express their views, both formally and informally, for example, through questionnaires and daily discussions. Good awareness of the needs of the children and a shared vision for development of the setting enables continuous improvement in the quality of the provision. Good quality resources are organised to provide choice for children and include resources that support their awareness of diversity and similarities and differences in themselves and others. However, the setting is still exploring the challenge of linking indoor and outdoor areas to support children who prefer to learn outdoors.

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

Children are having lots of fun. They are making good progress in relation to their starting points because they are happy and secure and staff plan experiences based on their individual needs and interests. Staff demonstrate a strong knowledge and understanding of how children learn and develop. They observe children on a regular basis and thoughtfully use what they see and know to help plan for the next steps in their learning and recognises the uniqueness of each child. However, systems to complete summary assessments to clearly track progress over time are not fully embedded as yet. Children's personal, social and emotional development is supported very well. They have established positive relationships with staff and demonstrate a real sense of belonging. They are developing their confidence well as staff offer support to get them all actively involved. Staff lead by example and encourage an atmosphere of co-operation and calm. They manage children's behaviour very effectively and as a result, children learn to negotiate, share toys, take turns with equipment and show consideration for each other as they play together. They respond positively to well-directed praise and encouragement.

Children's communication, language and literacy skills are mostly well supported well. A good range of activities incorporate early writing skills both indoors and outdoors. For example, both boys and girls use brushes, chalks and sand to make marks. Children develop a keen interest in books as they are made readily available. Regular reading sessions and visual aids extend their fondness for stories. Children benefit from opportunities to develop their spoken language and improve their listening skills. They share their conversations and stories, both one to one and in groups. However, experiences for children to explore letters and sounds to help promote early reading skills are less well planned. Children enjoy easy access to a wealth of resources and experiences that help them to develop a positive self-image and a knowledge and understanding of the wider community. They explore similarities and differences in meaningful ways and learn about a range of cultures and festivals. Children develop numeracy skills to enhance their future economic well-being. For example, add and subtract when singing action songs and learn mathematical language, such as, first, second, above and below. Art and craft activities are plentiful. Children make and create, paint and explore different textures and model with play dough. They have good fun making spider biscuits counting the liquorice pieces to make eight legs. Their art work is well displayed so that their work can be appreciated enhancing the children's self-esteem. Children use their imaginations well, for example, the role play area has been transformed into castles and dens and currently is used to explore the Halloween theme. Children have fun wearing witches hats, making 'witches brew' and riding together on the broomstick.

Children's health and welfare are effectively promoted because the staff lead by example to ensure children learn through daily routines and activities. For example, children are learning why careful hand washing after using the toilet and before handling or eating food is important to their good health. Staff talk about healthy eating and provide practical activities to promote their awareness. Snack

time routines are captured as learning opportunities as children help to prepare and serve the healthy snacks offered each day. Children also grow fruit and vegetables outdoors and harvest the vegetables to make their own healthy soup. All children enjoy regular access to the outdoors. Children enjoy the regular 'nature trail' as they collect leaves and conkers and explore creatures, such as squirrels and hedgehogs. Follow-up activities, include discussion about hibernation. A section of the playground is used on a daily basis and with children have full use of the climbing equipment and large expanse of lawn so that they can run around and expend energy. Children's understanding of safety is clearly demonstrated through their play and communication. For example, they take part in regular fire drills and are gently reminded about safety issues whilst playing outdoors. They know that they have to take care when using scooters outside and skilfully manoeuvre around obstacles.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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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