

Roborough Pre-School

Inspection report for early years provision

Unique reference number 106204
Inspection date 02/11/2011
Inspector Julie Wright

Setting address Methodist Church Hall, Bickleigh Down Road, Roborough,
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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*.

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

Roborough Pre-School opened in 1972. It operates from the Methodist Church hall, which is located on the edge of the village of Roborough. The group has access to a hall, kitchen, toilets and a secured outside area.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 19 children under eight years at any one time. There are currently 17 children in the early years age range on roll. Nursery education funding is available for children aged three and four years. The pre-school opens on Monday and Wednesday from 9.15am to 11.45am, and on Tuesday, Thursday and Friday from 9.15am to 2.45pm. There are four staff employed to work with the children, all of whom hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have secure knowledge of the Early Years Foundation Stage framework and provide an enabling environment. They meet the individual needs of children well and promote most aspects of inclusion effectively. Most of the welfare requirements are fully met, however, not all policies and documentation include sufficient details. Staff have positive partnerships with parents and others, in the interest of children's welfare, learning and development. They reflect on their practice and demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- update the safeguarding policy to include the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) 23/11/2011

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

- improve the information recorded about fire evacuation drills, in order to assess effectiveness of the procedures
- improve the opportunities for children to develop and use their home language in play and learning, and for all children to value linguistic diversity.

The effectiveness of leadership and management of the early years provision

Staff complete written risk assessments in order to identify and minimise potential hazards to children. They also conduct daily checks to maintain the premises as safe, secure and suitable. Fire evacuation procedures are practised on a regular basis, although fire log details are minimal. Staff to child ratios are above minimum requirements, which means that children benefit from close supervision by staff. Robust vetting and recruitment procedures are in place to ensure that children are cared for by suitable people. Effective induction and appraisal systems contribute to ongoing staff suitability. Staff have clear knowledge and awareness of the Local Safeguarding Children Board procedures. They attend relevant training and understand their responsibilities to safeguard children. However, the written policy does not include all the required information.

Play areas are warm, welcoming and child focussed. Staff organise space and resources well so that children can access a good variety of activities. Storage boxes are clearly labelled, which helps children to make choices and sort items. There are signs, labels and pictures around the room which include displays of children's creativity. Staff use everyday situations to promote children's understanding of being healthy and staying safe. For example, they teach children good hygiene routines and provide healthy snacks. On outings children wear fluorescent tabards and learn not to approach animals without asking an adult first. Staff act as good role models and children respond well to their positive approach. Children are polite, behave well and show respect.

Staff observe, assess and plan for children's individual progress. Each child has a development record, which includes a regular summary and is shared with parents. Daily message books also provide opportunities for staff and parents to note children's achievements. Parents provide positive feedback and are very pleased with the pre-school provision. Effective systems are in place to promote inclusion and provide support to children. For example, staff and parents work with other agencies to promote children's development. Staff have good awareness of children's personal needs and preferences. They reflect diversity within the setting and provide some opportunities for children to value different backgrounds. The pre-school has close links with local primary schools, with effective transitional arrangements in place. Staff demonstrate a commitment to ongoing development and have completed a number of training courses since the last inspection. These include safeguarding, first aid, letters and sounds, outdoor learning and supporting boys achievements. A self-evaluation procedure is in place, which enables staff to monitor their effectiveness and to develop practice.

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

Children form friendships in the pre-school and have warm relationships with staff. Effective introduction procedures help children to feel secure and settle-in. For

example, parents and children visit the group several times prior to starting. Staff compile a selection of photographs to help children remember what they have seen and where they will be going. These include pictures of toys, activities and the building. Sessions provide opportunities for children to make independent choices in 'free-play'. They move around with competence and decide what they would like to do. Children play well, focus and complete activities, which means that they develop good concentration skills. They share, take turns and show understanding as they play. Their positive attitudes contribute to safety, for example, they learn how to 'be careful' and to understand consequences. Staff also plan interesting events which link to safety, such as, visits from the police and fire service.

Children are familiar with the routines and take an active part in the session. They readily gather together for group times, such as, for stories and singing. Before snack time children help tidy-up, wash their hands and then choose what they would like to eat and drink. Outdoor activities include planting and growing, so that children learn how things develop. They show keen interest in nature as they hunt for creatures, such as, insects and slow-worms in the log pile. Children benefit from regular fresh air and exercise in the outdoor areas. Staff promote 'free-flow' play and plan activities to promote children's learning and development outside. Children use a range of play materials, tools and equipment in the pre-school. These include sand, water, dough and paints. They fill and pour from containers, which develops understanding of capacity and quantity. Staff interact with children in play, for instance, to help children to consider shape, space and number. Children enjoy choosing books to borrow and take home for shared reading. This promotes early literacy skills and parental involvement.

Children dress-up and play imaginatively in the role play area. They use replica household appliances and show their understanding of everyday technology. For example, they pretend to do jobs with their tools and to make food in their kitchen. They have use of a computer and know how to take turns indicated by a timer. Children take part in activities during the year to help them become aware of similarities and difference. These include fund raising for charitable events and various celebrations. Staff promote communication and inclusion with the use of simple 'signing'. They seek key words in children's home language, although these are not used extensively. Children enjoy varied activities which reflect current topics, such as, Autumnal events. These include bonfire night, Halloween and animal hibernation. Children also consider suitable clothing for seasonal weather, for example, in wet, windy or icy conditions.

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

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