

Rooks Nest Pre-School

Inspection report for early years provision

Unique reference number 501040
Inspection date 08/03/2012
Inspector Lindsay Dobson

Setting address Rooks Nest Junior & Infant School, Rooks Nest Road,
Outwood, Wakefield, West Yorkshire, WF1 3DX

Telephone number 01924 303836
Email rooksnest@hotmail.co.uk
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Rooks Nest Pre-School offers full day care and is part of the Rooks Nest Academy in Outwood on the outskirts of Wakefield. It opened in January 1997 and is registered on the Early Years Register to care for a maximum of 40 children in the early years age range. The provision operates from the foundation unit in the Academy and a mobile classroom which is situated in grounds. There is access to enclosed outdoor play areas. The provision serves families from the local community and supports children with learning difficulties or disabilities and children for whom English is an additional language.

The pre-school is open each weekday from 8.30am to 3.30pm, during term time only. There are thirteen members of staff who work directly with the children, the majority of whom hold appropriate childcare qualifications to level 3. The setting receives support from the lower foundation early years teacher, the local authority and they are a member of the Pre-School learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The success of this pre-school is firmly rooted in the total dedication and commitment of the staff team to providing the best for every individual child in their care. Children's rapid rate of progress is directly attributable to the excellent range of activities provided indoors, the clever use of the outdoor environment and the skill of the staff in supporting all areas of learning. Highly effective partnerships with parents and other professionals ensure children's welfare is fully safeguarded and promoted. The staff make highly effective use of monitoring and self-evaluation and this ensures there is an excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing ways to promote children's knowledge and understanding of recycling and sustainability.

The effectiveness of leadership and management of the early years provision

Staff have an excellent knowledge and understanding of safeguarding and there are comprehensive policies and procedures in place which are shared with parents and are used effectively to support practice. Highly effective recruitment, employment and induction procedures are in place to protect children. The organisation and management of the pre-school is superb, with the focus always

on promoting children's welfare and helping them to make outstanding progress. For example, staff use extensive daily risk assessments and safety checklists to ensure that the environment is always safe, clean and fit for use. The whole staff team is enthusiastic and highly motivated in providing excellent quality care and education for children. They work highly effectively as a team because they feel valued, supported and thoroughly involved with the setting.

A comprehensive equality and diversity policy outlines an excellent commitment to promoting inclusive practice. Staff have an excellent knowledge and understanding of individual children and, as a result, their needs are extremely well met. Children with special educational needs and disabilities and those who speak English as an additional language are extremely well supported. Deployment of resources, including staff, is excellent. Excellent systems are in place to work alongside the foundation unit in the school, other professionals and parents to ensure progression, continuity of care and learning and smooth transition periods. The new organisation of the setting enhances the care and support the children receive. The older children spend their time in the foundation unit extending their developing skills. The younger children are supported in their own play area, receiving excellent care and provision and benefiting from highly effective support. The manager and staff are committed to using effective self-evaluation systems to examine their practice. Strengths and areas for further improvement are highlighted and plans for the future are well targeted to bring about further enhancements to the outstanding childcare service. Valuable feedback from parents and children is also sought as part of the evaluation process.

Excellent partnerships with parents ensure children enjoy the pre-school from the moment they arrive. Comprehensive and individualised settling-in processes support children and families as they join the group; helping them to feel welcome. Valuable information is provided for parents at the time of enrolment, and is ongoing, so that they are fully informed about the running of the pre-school, their children's activities and progress. Parents' contributions are fully valued and they play an active role in the pre-school as volunteer helpers and are valued as partners in the education of the children. Parents enjoy numerous opportunities to discuss their children's progress with key staff and to share their child's record of achievement which contains photographs, observations and examples of their child's work.

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

The learning environment provided by the staff and their skilled interaction with children to support their learning and enjoyment, is inspirational. As a result children make significant gains in their learning and development and their levels of achievement are excellent in relation to their starting points and capabilities. Staff organise the space and resources within the indoor and outdoor areas with great skill, and offering an extremely wide choice of experiences and interests. This ensures that children receive an extremely rich and stimulating play experience, with a well balanced mix of adult-led and child-initiated play. Staff

make excellent use of praise and confidence building strategies to successfully teach children to behave well, respond enthusiastically and play cooperatively. For example, children enthusiastically work together to clean the wheeled vehicles with buckets of water and sponges.

Staff maintain extensive records of children's progress and make detailed and individualised future plans. These ensure the six areas of learning are covered well and that a stimulating and dynamic environment is provided, both inside and outdoors. Children self-register on arrival at the setting; they are happy and settled and confidently engage with their friends. Children are encouraged to develop their independence as they choose what to play with and whether to play indoors or outside. They try to put their own coats on for outdoor play and show they understand the setting's routines by putting on their own aprons for craft activities and water play. Children's communication, language and literacy is well promoted. For example, the setting uses labelling well, has a comfortable and well resourced book area and staff engage the children in conversations as they play. They ask the children questions to encourage them to think for themselves and develop their vocabulary through the use of letters and sounds sessions and jolly phonics. The older children explore the shaving foam activity, describing what they can feel and developing their use of expression, as they hunt for hidden objects. During story time, enthusiastic staff read the story of the 'Hungry Caterpillar' using the story sack and props to support the children's enjoyment. Children confidently join in with the familiar story and enjoy seeing and using the props. Knowledge and understanding of the world is promoted well with the children. They have good opportunities to develop their information technology skills as they use the computer. They show how they use the mouse to move the cursor and change the colours on the pig's clothing. Children have opportunities to plant flowers and herbs and learn about how they grow, although, there is room to improve children's awareness of recycling and sustainability.

Children's welfare is promoted by the staff to a consistently high level. For example, children are taught how to be safe through themes, discussions and taking part in emergency evacuation drills. Children's health is promoted well with good routines in place to ensure their personal hygiene needs are met. Children independently help themselves to tissues and put them in the bin after use and they understand why they need to wash their hands. Snacks are healthy and children enjoy a range of fresh fruit, cereal bars, cheese and crackers and they make choices about what they would like to drink. Those children staying to lunch are provided with healthy options by the school catering staff. Children do not attend the setting if they are infectious and relevant information about illnesses is shared with parents. Minor accidents are clearly recorded and all staff have current first aid knowledge. Staff are excellent role models and speak clearly to children offering a calm and consistent approach. All children receive very good levels of praise and encouragement for their efforts and achievements which raises their self-esteem and sense of belonging.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

