

Randlay Roundabouts Pre-School

Inspection report for early years provision

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Inspection date

11/07/2012

Inspector

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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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Description of the setting

Randlay Nursery was re-registered in 2012. It operates from the new community centre in Randlay, Telford. The nursery serves the local area. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 28 children may attend the nursery at any one time. There are currently 42 children on roll aged from two years to four years. Children attend on both a full and part time basis. The nursery supports children with special educational needs and/or disabilities. The nursery is open Monday to Friday from 8.45am to 3.15pm during school term times.

There are five members of staff who work with the children. All of whom hold appropriate early years qualifications to level 3. The manager is working towards 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 good.

Children enjoy their time in a friendly and stimulating environment and are safe and secure in most respects. All policies and procedures are inclusive and are implemented successfully to promote children's welfare. The partnership with other professionals, providers and parents is positive. There is a two-way exchange of information with parents on a daily basis with regard to children's development and individual needs. Regular self-evaluation by the manager and staff, with the contribution of the Local Authority and parents, makes sure that most priorities for development are identified and acted on to promote good quality education and care.

What steps need to be taken to improve provision further?

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

- keep a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation).
- 18/07/2012

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

- support further children's social skills which help them develop an understanding of expected modes of behaviour to avoid harming or hurting others.

The effectiveness of leadership and management of the early years provision

Staff have a clear knowledge of safeguarding issues, taking their responsibilities seriously and being prepared to act in the best interests of children at all times. They are also familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. Systematic recruitment and vetting procedures, including the successful induction of new staff, ensure that children are safe. Through daily safety checks, the staff take practical steps to eliminate most hazards both indoors and outdoors. However, rugs in the playroom are not sufficiently flat, and the staff do not maintain a record of risk assessments. This is a breach in requirements. These factors potentially compromise children's safety. Good procedures have been adopted to protect children from the spread of infection, and the staff take the necessary steps to promote their good health.

The setting has implemented a robust system to monitor and evaluate its practice, which enables staff to identify targets effectively for further improvement in most areas. The evaluation process includes working in partnership with the local authority and listening carefully to the views of parents and staff. Since re-registration, the staff have made continuous improvements in the resources and the environment at their new premises. They receive on-going support from the management and attend a wide range of relevant training courses. These aspects have led to better outcomes for children.

Parents and carers are well-informed about their children's achievements and development through daily diaries, regular verbal feedback and meetings. Ample information about the setting is also displayed in the foyer. Parents are encouraged to take an active part in themed projects, trips and fundraising events. The partnership with other providers is effective in promoting children's learning and well-being. Staff meet with local school staff to discuss individual children in order to fully promote continuity and progression.

The staff create a welcoming environment where children feel secure and demonstrate a sense of trust. Good organisation of resources provides free choice to encourage children's independence in initiating their own play. Children are encouraged to understand and respect the values and differences of others, as they celebrate festivals all through the year, including the Chinese New Year, Diwali, Easter and Christmas.

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

Children are provided with a wide range of opportunities to help them make good progress across most areas. All staff contribute to planning which considers detailed information on the six areas of learning to cater for the needs of the individual and to devise next steps in learning. They have effective observation

skills for assessing the progress children make. There is a good adult to child ratio, and children interact well with staff, who spend time talking to and playing with them to promote their well-being. Children enjoy an appropriate balance of opportunities to play, indoors and outdoors and a balance of adult-led and child-led activities.

An effective settling in policy ensures that new children soon become familiar with the provision and feel safe. Staff support and reassure any newcomers. Children are, generally, encouraged to adopt safe and responsible practices through fairly regular input from the staff, for instance, on possible dangers in their everyday life. However, they are not consistently helped to understand the expected modes of behaviour and that some of their actions can hurt or harm others. This means children's social skills are not fully fostered. Nevertheless, they confidently make decisions in choosing their play and resources and develop a sense of responsibility by helping staff to tidy up when they have finished playing. They show pride in their achievements. They give staff 'high fives' raise their arms and say 'I'm a winner'. Staff encourage and praise their efforts effectively.

Children engage adults in conversation, talking clearly about their imagined and personal experiences throughout the session. Their communication skills are fostered through singing and story sessions, making marks and writing for different purposes, including their own names. Good opportunities are provided to exploit their simple calculation skills, as children recognise different quantities and sizes, count and calculate. They measure the sizes of plants they have grown and observe their progress from seedling to a fruit or vegetable. A range of texture experiences, including marble printing, natural materials and water and sand play, encourages children's talents. A selection of resources, including tools and electronic toys, gives children opportunities to begin to develop their understanding of how technology can help them in their everyday lives.

Free access to a stimulating outdoor play area enhances children's development and provides a balanced and broad range of opportunities in the six areas of learning. Children demonstrate coordination and control in large and small movements and in using a range of tools and equipment. They understand the importance of basic personal hygiene and wash their hands before they eat and after using the toilet. All children enjoy fresh fruits and crackers with cheese spread for snacks, and there is a sociable and relaxed atmosphere at snack and meal times.

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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