

The Roundhill Academy Pre-School

Roundhill Community College, 997 Melton Road, Thurmaston, LEICESTER, LE4 8GQ

Inspection date

22/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The successful implementation of the key person system enhances the relationship with children and their families. Children develop secure trusting relationships with their key person and other practitioners. This strong partnership with parents ensures that children receive support and continuity in their care, learning and development.
- The pre-school has excellent support systems in place for children with special educational needs and/or disabilities, the partnership with other professionals are strong and well embedded, and as a result, children make good progress in their learning and development, given their starting points.
- The pre-school is extremely welcoming and practitioners have a warm and loving relationship with the children, which means that they are happy and feel safe. They encourage children to be healthy, well-behaved and independent learners.

It is not yet outstanding because

- Children are not always given sufficient opportunities to link sounds to letters, especially the initial sounds in words to fully support their literacy skills.
- Systems to work with other early years providers that children attend is not fully established to ensure children's care and continuous development and learning are fully maintained.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the two main playrooms and outside.
- The inspector spoke with the manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, planning documentation, and a selection of policies and children's records.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Sue Riley

Full Report

Information about the setting

Roundhill Academy Pre-School is affiliated to Roundhill Academy in Thurmaston, Leicestershire. It was registered in 1974 and re-opened in 2012 on the Early Years Register. It operates from a house which has two dedicated rooms, on the ground floor. The pre-school serves the local area. There is a fully enclosed garden available for outdoor play.

It receives funding for the provision of free early education to three- and four-year-old

children. The pre-school supports children with English as an additional language and children with special educational needs and/or disabilities.

There are currently 75 children aged from two years to four years on roll. The pre-school is open Monday to Friday during school term times, from 9am until 12 noon and from 1pm until 4pm. Children are able to attend for a variety of sessions. There are a total of six practitioners, including a manager who works with the children. Of these, four hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the educational programme for literacy: providing sufficient opportunities for children to link sounds to initial letters of words
- develop further the arrangements for sharing information and partnership working with other providers that children attend in parallel with the pre-school, in order to fully support children's learning and development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners at this welcoming pre-school have a positive impact on children's learning and development. Children make good progress in relation to their starting points and ability, the length of time they have been at the pre-school and how often they attend. Practitioners gather useful information about children's care and learning from the parents before they start at the pre-school. They carry out an initial assessment of children on entry to enable them to set children's next steps in their learning. Practitioners know individual children well and planning is devised around children's main interests. This harnesses their interest and promotes children's good progress towards the early learning goals. The children are extremely proud of their learning journeys and can access them independently, sharing them with others. Many have photographs of their family members in, as well as those taken at the pre-school.

Teaching techniques are strong and children are provided with opportunities to experience a balanced variety of adult-led and child-initiated activities. Practitioners observe them during activities and make assessments of children's abilities. They engage effectively with children, listening to and observing them to know when to offer support or allow children to direct their own play. For example, when children are getting ready to go outside to

play in the snow, the practitioners allow children time to try and put their all weatherproof suits on before asking them if they want some help. This is done very sensitively to allow the children to gain a sense of achievement. The outdoor play and learning facilities are a great strength at the setting, with very high quality, stimulating and appealing resources, which engage children's interests and encourage them to explore and play imaginatively. For example, they climb the trees and get excited as the practitioner shakes the snow of the branches on to the children.

The pre-school develop close working relationships with parents and work hard to ensure they are meaningfully involved in their children's learning. For example, for the more able children they are given a reading book, that is sent home to be read with their parents and parents make comments in their reading diary, which supports the practitioner's observations. Parents make their own comments in the learning journeys and some provide photographs, pictures and stories about what their child has done at home. All children are enthusiastic and engaged in their learning, and display the characteristics of keen learners. Children enjoy an interesting range of experiences, which engage and challenge them. They relish the opportunity they have each day to take their learning outdoors. Children with special educational needs and/or disabilities are very well catered for. The pre-school's special educational needs coordinator is very knowledgeable and works closely with parents to support children by working alongside other professionals.

The children enjoy activities where they investigate things for themselves, they use their senses to explore the world around them, for example, playing in the snow. They demonstrate good skills with the use of the computer and the small hand held technology toys. Children used their imagination very well as they took on various roles, when playing in the hospital area. One child took great care of the inspector, as they made her better. Practitioners when telling a story to a large group of children, kept their interest well as she asked appropriate questions about the story and the book; including raising children's awareness of the author and the illustrator. There were some missed opportunities for children to learn simple initial letter sounds. This means that children's language skills are not always being fully enhanced. A child noticed the x-ray's on the windows and knew straight away that they were 'bones'. This attention to detail for the children helps them to use these resources more effectively as they play. The children enjoy singing songs towards the end of the session and eagerly take their pretend penny to buy a current bun from the shopkeeper. The practitioners asked questions to make the children think, as in how many current buns were left and how many had already been brought so far. This helps children to begin to understand simple calculation.

Throughout the year the children undertake in many activities to help them begin to understand the world in which they live in. For example, they have watched as baby chicks have hatched from eggs, they undertook many activities to raise their awareness of the celebration of Diwali and they have raised money to help towards the local fire fighters charity.

The contribution of the early years provision to the well-being of children

The small, friendly, cohesive team provide children with a safe and welcoming environment, which enables them to feel secure. Children form appropriate bonds and emotional attachments with practitioners, especially their key person. The children and their parents are provided with personal information about their individual key person, which also helps to build relationships. The warm welcome that is extended to children and their parents each day provides children with an easy transition from their parents' care. Children are happy and engrossed in what they are doing as practitioners support them to take full advantage of all that is on offer. Planned small group activities, called social communication groups, are organised to support less confident children to make friendships and to join in with others. Even the youngest children move between the two playrooms independently, choosing their own activities with great determination and maturity.

Children develop independence as they learn to manage personal hygiene routines and put on and remove their outdoor clothing and footwear. Their health and welfare is supported as they enjoy a variety of snacks in accordance with their dietary needs and preferences. Children take responsibilities for themselves as they come to the snack table when they are hungry. They use the child-friendly toilet and wash basins independently for the most part, and know when to ask practitioners for help with changing wet clothing or if they need a tissue.

The garden is inspiring and invites children to weave their way around the interesting paths and under the mature trees, which form a dramatic backdrop to their play area. They have their own digging area and photographs demonstrate children digging in the mud and having a lovely time in the puddles. This well-resourced area allows all-year round access so children, who wish to can play outside, in all weathers. One child falls back on the snow to make her own 'snow angel' and then she carefully gets up and shows others what she has done.

Transitions for all children are well thought through. The practitioners share summary documents to ensure children experience smooth transitions onto their school. Some schools are very receptive and visit the children in the pre-school and invite them back into the school. In the case of children with special educational needs and/or disabilities, practitioners show particular sensitivity; the transition is planned many months in advance, as these children need longer to assimilate the changes and the practitioners visit the school with the children and help them to settle. The initial settling-in visits are used as a time for practitioners to talk to parents about children and make some observations, which contribute to a baseline assessment. Practitioners thus know children's starting points and can begin to plan effectively for their next steps.

Practitioners are quick to praise and build self-esteem, and as a result, children develop the self-confidence to participate and experience a wide range of learning activities. This developing confidence is evident in the way that children move from one activity to another, observing the routines of the pre-school and sharing resources amicably. For example, one child had spent some time on a hand held information technology toy and they passed it on to a waiting child. This was without being asked, the child was praised for good sharing. Children learn to make a positive contribution to the pre-school, for example, tidying away after themselves. Practitioners maintain a calm atmosphere and

encourage children to play harmoniously by helping them to negotiate or to use alternative resources. Children enjoy the opportunity to choose different activities during free play. They are very well behaved.

Routine risk assessments ensure that indoor and outdoor environments are safe. The practitioners work well as a team and are deployed within the pre-school to ensure children's safety and allow them to access all areas with support. Practitioners give children's safety the highest priority and they have robust procedures and policies in place to help keep children safe. When playing with the bandages in the hospital, one child placed a small bandage around his neck the practitioners were very quick to address this and gently explained to the child about not placing things around their neck, enabling the child to learn to keep themselves safe.

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

Leadership and management are good because there is a strong commitment to providing a high quality provision for all children. All practitioners convey a genuine enthusiasm and passion for their work and this is evident in their daily interventions with the children. Those in charge have a very good understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. They monitor the levels of planning and assessment for all children and makes sure that records are accurate and up-to-date. This means that the pre-school offers a broad range of experiences to help all children to progress towards the early learning goals. Individual children's skills and abilities are also monitored to ensure that they are fully supported to make positive progress. The manager of the pre-school provides capable leadership to her team and is supported effectively by the providers. The providers provide sound business support, which facilitates the smooth running of the pre-school. This helps ensure that children are well cared for and their learning and development is promoted by skilful practitioners.

The manager understands her overall responsibility and ensures the safeguarding and welfare requirements are implemented. Effective recruitment procedures ensure that only those suitable to work with children are appointed and a thorough induction process is in place for new employees, students and volunteers. Children's safety is given high priority at the pre-school. Regular risk assessments are undertaken and are routinely reviewed. Children's demeanour shows they feel safe and secure in their environment and that they trust those responsible for their care. Practitioners have all undertaken the required safeguarding training and are aware of the procedure to follow should they have any concerns about a child in their care. Parents are advised of the setting's policy and have further information provided on a notice board. Information needed to support children's welfare is sought at the time of registration. This includes medical history, allergies and known health needs as well as likes and dislikes. The manager ensures high practitioners to child ratio in order to provide quality individual attention, when needed. Practitioners ensure that all records relating to children's health and safety are well maintained.

Practitioners are competently monitored, coached, mentored and supported by the

manager. An established system of annual appraisals and supervision meetings ensures practitioners feel valued and supported. Continuous professional development arises from identified priorities and practitioners own needs. Routine, ongoing renewal of core courses, such as safeguarding and first aid help ensure practice remains current and thorough. Practitioners work closely with children's parents as partners in their children's learning and development. The links forged through the key person with parents ensure children learn effectively, help promote effective communication and ensure children settle well. This means educational programmes have sufficient depth, variety and breadth, provide challenge and meet the needs and interests of individual children. Partnerships with parents and others are a strength. Parents appreciate the different methods of communication offered by the pre-school, including home-school reading books, written progress reports and verbal consultations. Parents spoken to are extremely complimentary about the pre-school, expressing a high regard for the practitioners and their provision. One parent spoke about how the practitioners helped her child overcome her fear of the dentist by providing play opportunities and resources to help and support her.

Partnership working with other professionals is effective and supports children who need additional input to make good progress in their learning and development. These children benefit from the pre-school's strong emphasis on partnership working. However, partnership working with other early years providers that children attend in parallel, are not so established in regard to sharing information with them. This means that those children's overall care, learning and development is not always as fully effective. Self-evaluation takes into account the views of practitioners, parents and other professional agencies that work with the pre-school and there is a clear vision for future improvements.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY451258
Local authority	Leicestershire
Inspection number	809504
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	75
Name of provider	The Roundhill Academy
Date of previous inspection	Not applicable
Telephone number	0116 269 8389

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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