

Rodwell Pre-school

Off Rodwell Avenue, Weymouth, Dorset, DT4 8SG

Inspection date

30/01/2013

Previous inspection date

06/01/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Staff promote children's healthy lifestyles well, providing free flow access to the well-resourced outdoor play area and encouraging children to eat healthy meals and snacks.
- Children are very involved within the local community in which they meet residents for social and fundraising events and learn about what community members do.
- Children use their imagination well in many activities indoors and outside.
- Staff are committed and proactive in making on-going and sustainable improvements to the quality of children's care and learning.

It is not yet outstanding because

- Staff do not consistently support all younger children in choosing their activities to help them feel involved.
- Not all parents are actively encouraged to contribute information about what their child does at home to further support their child's learning and development.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and quality of teaching in the play rooms and outdoor play area.
- The inspector looked at children's assessment records and planning documentation.
The inspector held a meeting with the manager to assess suitability and
- qualifications of staff and management's knowledge and understanding of the Early Years Foundation Stage requirements.
- The inspector conducted a joint observation with the manager.

Inspector

Bridget Copson

Full Report

Information about the setting

Rodwell Pre-school opened in 1968, and registered at the current premises in 1996. It operates from one large play room and a conservatory in a purpose-built building, set within a residential estate in Weymouth, Dorset. There are two enclosed outdoor areas for children to use. The pre-school serves the Rodwell and Chaplehay areas of Weymouth. The pre-school is registered on the Early Years Register and both the compulsory and

voluntary parts of the Childcare Register. There are currently 45 children on roll in the early years age group. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. It supports children who learn English as an additional language. The pre-school is open Monday to Friday during term time only from 9:15am to 12:15, with a lunch club until 12.45pm. Afternoon sessions are also available on Mondays, Wednesdays and Thursdays from 12.45pm to 3.45pm. The pre-school is run by a parent committee. There are six staff members employed to work directly with the children, all of whom hold or are working towards relevant early years qualifications.

What the setting needs to do to improve further

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

- support younger children more effectively to help them choose their level of involvement in activities, including what they want to do and how they will do it
- consider ways to encourage all parents to contribute information about what their child does at home to support their child's learning and development further.

Inspection judgements

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

Staff have a good understanding of how children learn and get to know the children well from the start. They obtain information from parents about children's interests, care needs, routines and feelings, and record children's progress in development files. This information helps staff to plan children's learning. Although parents are encouraged to read their child's development file, most do not actively contribute information about what their child does at home to support their child's learning and development further. Staff provide a good balance of free play and organised experiences and interact effectively to support and challenge children well. As a result, children are making good progress in all areas of learning in relation to their starting points.

Children are developing positive attitudes and good self-esteem. They help with enthusiasm, show good independence and express their preferences and opinions. They take pride in their achievements, such as shared 'WOW' moments at group time. Children listen well and confidently talk throughout their play, answering questions and sharing home news. Children who are learning to speak English as an additional language have opportunities to use their home language to further develop their communication skills.

These experiences provide all children with a good range of skills to prepare them for their next stage of learning. Children show an enjoyment of books and singing; they use props well to get involved with the characters and story structures. Children make very good use of the outdoor play area. They play with energy, run freely and use lots of physical play equipment. In addition, the outdoor area provides writing resources, creative activities, books and constructional toys. Children who prefer this environment benefit from being able to play outside for extensive periods of time. To maximize their learning, staff provide other experiences. For example, they count in games, problem solve in large scale construction activities, join in interactive stories and write notices to display.

Children are very involved within the local community in which most also live. They meet members of the community who talk to them about keeping safe, such as the police and lifeboat volunteers. They also meet with local residents, visit their homes with gifts at harvest festival and invite them to join their special celebration teas. Children engage enthusiastically in imaginative play. They sing and dance to music, and role-play in the home corner where they dress up, prepare food and care for babies. They also spend time in the role-play post office writing letters, addressing envelopes, attaching stamps and posting letters. Children create freely using different media, materials and tools. For example, children progress their drawing activity into painting their pictures with brushes and then hands, laughing at their pictures and experimenting with colour. When they have finished, they walk away smiling and sighing with satisfaction at their results.

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

Staff work successfully with parents and the other settings children also attend. This helps them to meet children's individual needs and routines consistently and to provide younger children with re-assurance. As a result, children are happy, settled and well supported during the transition from their home into the pre-school and that of other settings. In addition, the key person system and regular daily routines help nurture children's well-being and help them form warm and trusting relationships with the staff.

Children benefit from the warm and welcoming environment in which they move around and play with confidence and independence. Most children are motivated and involved. However, staff do not always support some younger children as effectively in engaging well in activities to help them feel involved. Staff support children well in developing positive attitudes and a good sense of belonging. For example, children take Bertie the Bear home with them and record their adventures in his diary, which they share with the group. Staff act as calm and gentle role models, providing children with consistent messages. As a result of their support, children behave well and are developing good social skills and positive behaviour.

Staff promote children's healthy lifestyles effectively. Children benefit from a clean, warm and welcoming environment with safety measures in place to help keep them safe and secure. Children are supported well in learning about keeping safe, and complete daily risk assessments with staff. They also contribute to the 'I feel safe' board, which reflects the things that make them feel safe. For example, children state 'putting my teddy in the safe

box', and 'holding (staff member's) hand'. Children learn about the importance of good personal hygiene through hand washing routines and eating together at the table. They bring in fresh fruits and breadsticks to contribute to the healthy caf style snack time. Parents also support the healthy eating policy through providing nutritious packed lunches. Children benefit from continuous outdoor and physical play activities throughout the day. This promotes their physical development well, and allows more active children to thrive within their preferred play environment.

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

Staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. They have a good knowledge of the correct procedures to follow should they have a concern about the welfare of a child. In addition, policies and procedures, risk assessments and staff vetting procedures all help to further protect children. The manager effectively monitors the on-going suitability of staff by successfully implementing induction processes, supervision sessions and annual appraisals.

Staff demonstrate they are involved and committed to driving continuous improvement in the quality of care and learning for children. They contribute to the self-evaluation form and respond positively to the guidance and recommendations of external professionals. Staff have successfully made many improvements to the pre-school provision since the last inspection. These are reflected in their 'Getting good together - a journey of progress' record. Improvements include a more peaceful and natural environment, healthier snacks, free-flow to the outdoor play area and a skilled team of staff. Staff evaluate the quality of children's care and learning each day to ensure improvements continue to be made and to help them meet each child's needs well. In addition, children's views are valued and included on the pre-school's wish list.

Partnerships with parents are good. Parents are kept informed through many displays, newsletters and the open door policy which enables them to talk to staff at any time. Their views are valued and sought through questionnaires. Parents state it is 'a lovely friendly pre-school', with 'happy dedicated staff'. Another parent states their child 'thoroughly looks forwards to her days there'. Staff also work together successfully with the local school and other early years settings that children attend to ensure continuity of care and education.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	141003
Local authority	Dorset

Inspection number	813994
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	21
Number of children on roll	45
Name of provider	Rodwell Preschool
Date of previous inspection	06/01/2009
Telephone number	01305 788270

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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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