

Blue Roof Pre School

Perdiswell Young Peoples Leisure Club, Perdiswell Park, Droitwich Road, WORCESTER, WR3 7SN

Inspection date

06/03/2013

Previous inspection date

18/10/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are provided with a warm and welcoming environment where resources are easily accessible.
- Children enjoy daily outdoor play in a well-resourced and interesting environment that supports their all round development.
- Children are safeguarded as staff have a secure knowledge and understanding of their roles and responsibilities for child protection.
- Children are happy, confident and well cared for because they have formed positive relationships with all staff.

It is not yet good because

- Staff do not always effectively use the information gained from observations and assessments to plan challenging activities that consistently reflect what children need to learn next.
- Staff do not consider the balance between adult-led and child initiated activities when planning purposeful play and, consequently, they miss some opportunities to fully promote children's learning.
- Children do not always benefit fully from quality, focused support because they do not spend enough time with their key person or key group.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 throughout the day, including professional discussion and joint observations with the manager.
- The inspector looked at the children's learning records, planning documentation, evidence of suitability of practitioners working within the setting, policies and procedures and a range of other documentation.
- The inspector spoke with the registered person, the manager, childcare staff, parents and children throughout the day.

Inspector

Tina Smith

Full Report

Information about the setting

The Blue Roof Pre-School was registered in 1968 and is on the Early Years Register and the compulsory parts of the Childcare Register. It is situated in purpose built premises in the grounds of Perdiswell Young Persons Leisure Club, on the northern outskirts of Worcester. It is managed by Perdiswell Young Peoples Leisure Club trustees. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The setting employs ten members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. One member of staff is qualified to degree level and another holds Early Years Professional Status. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 3pm, apart from Thursday, when the opening hours are from 9am until 12 noon. Children attend for a variety of sessions. There are currently 60 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use the information gained from observations and assessments more effectively to plan challenging activities that reflect what children need to learn next and use these to help children focus and become more deeply involved in their learning
- plan a more effective balance of adult-led and child-initiated activities so that children benefit from a combination of experiences that include those led by knowledgeable adults and learning from their own play ideas.

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

- consider ways to enable key-persons to spend time with their key children and key groups, for example, by allocating a specific time and area where focused support can take place.

Inspection judgements

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

The staff have a suitable understanding of the Statutory Framework for the Early Years Foundation Stage. Appropriate levels of support are provided to ensure children have opportunities to make steady progress in their learning and development, taking into account their starting points, how often they attend and the length of time they have been at the setting. The pre-school plans activities around children's individual interests, ensuring that children's favourite resources are readily available. For example, the water tray is continually topped up so that children can splash, fill and empty containers and they make sure that the construction toys and dressing up clothes are readily available. Staff promote children's communication skills as they talk to them throughout the day. For example, when preparing snack a child confidently tells a staff member that he has those cereals at home and 'my Mum buys them from the shop'. The staff member uses this time to build on the links made to home, provide some challenge to children to think and to promote children's confidence and self-esteem. Staff observe, plan for and assess children's learning, however, this is not consistently rigorous. This results in some learning experiences not being fully matched to the priorities for what each child needs to learn next, and so are not sufficiently focused to enable children to make best progress. In addition, staff do not always consider the balance between adult-led and child initiated activities when planning purposeful play and, consequently, some opportunities to help children become fully involved in their learning are missed.

The children enjoy their time at the setting and quickly become involved in the activities available to them. Children use their imagination and engage in role play when making a den using a table and cloth, and proceeding to hide from their peers. Children are given the opportunity to enjoy making marks and to express their creativity through a number of activities and resources. A group of children experiment with textures and colours as they paint, stick and glue, as well as making mud pies in the outdoor area. Children happily engage with one another, taking turns and sharing. Children are gaining confidence in using numbers in their play, they are encouraged to count, for example, they count how many small world figures they have and how many times they bounce on the trampoline. Staff support the children's use of mathematical language using words, such as higher and lower, over and under.

Children enjoy daily outdoor play and are able to explore a wide range of interesting resources. For example, they use large construction materials to build a very high tower and practise their balancing skills as they negotiate their way across a thin piece of wood. Their physical development is promoted as they show good control and coordination as they safely negotiate this space. The children's understanding of the world is appropriately fostered through walks in the community and the use of books and activities that explore different cultural events. Parents are encouraged to share information about their children's learning and development at home, which helps staff to gain a general picture of children's achievements.

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

Key aspects of children's well-being are sound. Staff seek relevant information from parents when children start at the pre-school. They do this through written information, settling-in visits and discussions. This means they are aware of the children's needs and

routines, which results in the children settling well. Staff are caring and kind, giving cuddles and reassurance when needed. Consequently, the children are happy and secure. The pre-school has an appropriate key-person system which helps children form secure attachments and promotes their well-being and independence. However, children do not always benefit from having time to be with their key-person or key group, and this hinders them from building close relationships and attachments.

Children behave appropriately because staff are positive role models, giving clear guidance of what is expected. Children happily play together and share, for example, when using the paints a child happily shares the purple paint she made. Children are beginning to learn about their own safety. For example, they are reminded that at home time they must not go to the door but wait for their mummy to come in, and must never open the gate to the kitchen.

Children are gaining a sound understanding about the importance of a healthy lifestyle. They learn about the importance of exercise as they play on the inside obstacle course and when running and jumping outside. Healthy snacks are provided by the nursery, and children can have hot meals provided by the leisure centre. Although parents provide packed lunches, the pre-school has a healthy eating policy and reminds parents to replace chocolate and biscuits with fruit and yoghurt. Children have a growing awareness of healthy foods and drinks which is fostered through appropriate discussion with the staff. Children are developing a suitable understanding of their personal hygiene and care needs as they follow daily routines and are encouraged by the staff to be independent, for example, going to wash their hands.

Children are prepared for the next stage in their learning because staff give careful consideration to preparing them for school. They complete transition records and invite reception teachers to visit the setting to meet the children and to discuss their individual needs. Staff accompany the children to their first taster session at their chosen school in order to help ease the move to full time education.

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

The pre-school is suitably led by the manager who is keen to promote continual development and lead the setting forward. The manager is responsible for the day-to-day running of the setting and the delivery of the educational programme. She has identified some priorities for improvement, and staff are encouraged to participate in the setting's self-evaluation. An area identified for improvement is the observation, planning and assessment process and staff are waiting for training on this, which will be delivered by the local authority. There are effective systems in place to show that staff are suitable to work with children and this ensures all staff who are employed are checked with regard to experience, qualifications and suitability. Staff have a secure knowledge of child protection procedures, which means they know what action to take if they are concerned about a child.

The setting has positive relationships with parents and shares information on a daily basis

about their children's routines and the activities they participate in. There are regular opportunities for parents to discuss their children's progress, including informal daily meetings with key persons. The manager is keen to introduce parents evening so that parents will be able to spend time looking at their child's learning journey as well as discussing progress with their child's key-person. Parents receive regular written progress reports and are encouraged to contribute to these by advising the pre-school of their child's interests and abilities at home. Staff have a sound understanding of the advantage of liaising with other professionals and work with the local authority improvement advisor as well as the local speech therapist. This gives staff the ability to meet children's individual needs and to satisfactorily encourage children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
--	------------

The requirements for the voluntary part of the Childcare Register are	Met
---	------------

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 action. 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	205376
Local authority	Worcestershire
Inspection number	818018
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	60
Name of provider	Perdiswell Young Peoples Leisure Club
Date of previous inspection	18/10/2011
Telephone number	01905 451372

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

