

# Roborough Pre-School

Methodist Church Hall, Bickleigh Down Road, Roborough, Plymouth, Devon, PL6 7BB

<b>Inspection date</b>	26/09/2013
Previous inspection date	02/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Children happily enter the pre-school with ease, as staff work closely with parents to provide things that children enjoy to help children feel secure.
- Staff provide resources which engage children and maintain their interest so they make good progress.
- Children are confident and they develop good relationships with staff and each other.
- Staff kind and consistent in their approach as they encourage children to be kind to their friends and learn how to manage their behaviour well.

### It is not yet outstanding because

- Some planned activities are too long to engage all children throughout the whole activity.
- Some support staff are not involved in planning adult-led activities, so they are not able to promote children's learning in all possible ways during these activities.

## 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 children's activities indoors and outside.
- The inspector had discussions with parents/staff/children.
- The inspector undertook a joint observation with the manager/staffmember.
- The inspector sampled a range of documentation including children's records, safeguarding procedures.

## Inspector

Sara Frost

## Full Report

### Information about the setting

Roborough Pre-School opened in 1972. It operates from the Methodist Church hall, which is located on the edge of the village of Roborough. The pre-school is open on Monday and Wednesday from 9.15am to 11.45am, and on Tuesday, Thursday and Friday from 9.15am to 2.45pm term time only. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school offers care to children aged from two years to five years. There are currently 13 children on roll, all of whom are in the early years age range. The setting is in receipt of early education funding for children aged two, three and four. There are four members of staff employed to work with children, all of whom have appropriate 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:

- encourage staff to be more involved in planning individual activities so that they can take more responsibility for supporting individual children
  
- enhance the organisation of planned group times, so that children of all ages and be most effectively engaged .

## Inspection judgements

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

Staff use their knowledge from their observations and records of children to effectively organise activities to engage individual children. As children enter the setting, they seek out resources which are of a particular interest to them and begin to play with them. Staff develop planning around individual children's learning and development and ensure that all areas of learning are covered. Staff encourage parents to share in their child's learning. For example, they are invited to share their child's 'progress reports' which are sent home each term and contribute to their child's learning journals. In addition staff invite parents to share initial information about their children's care needs when they join the pre-school. This means that staff can meet children's needs well from the outset.

Staff skilfully allow children to problem solve and think things through for themselves. As a result children are able to seek resources for themselves to achieve what that want to do without staff taking over. Staff help to develop children's mathematical skills, for example as they talk about shredding paper in half and half again. This supports children's

understanding of size and capacity and comparing different amounts.

Staff use group games such as 'What's the time Mr Wolf' to encourage all children to take part and use this opportunity to develop counting skills. Younger children repeat the same familiar numbers where older children use a range of numbers. This also supports children's idea of sequencing, and also their cooperative play.

Overall, staff plan well for children's individual needs. However, some planned activities, such as an outdoor group activity to develop children's spatial awareness, are not fully shared with all staff before it begins, so they sometimes need to stop and check what to do next. This means that children do not get the most out of these activities. Also, some group activities can be too long for some children, especially younger children.

Staff skilfully encourage children's listening skills as they explore different musical instruments sounds. Children first choose an instrument, play it and listen to the sound it makes, then guess if the sound they hear being played is the same as their instrument. These types of activities also encourage turn taking and listening skills, all of which are valuable skills for future learning.

Staff plan well to support children's emerging literacy skills. For example, at circle time children share items they have brought in from home relating to 'letters' of the week 'n' and 'p', such as 'necklace' and 'nursery rhyme book'. Older children confidently recognise letters and know for example their name and other friends begin with the same letter. Children from a young age show good levels of concentration as they spend time engaged in these activities. These experiences help children achieve the skills they will need for school.

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

Children enter the pre-school with ease. Those new to the setting receive good support and reassurance by staff to enable them to happily go and play. This is because key staff work with parents to find out children's particular interests and have them ready for children to play with as they arrive.

Snack-time is organised well, it is promoted as a cafeteria style option allowing children to choose when they wish to stop their play to have something to eat. This promotes children's independence and introduces maths into everyday routines. For example, having made the decision to have snack, children have to work out if there are enough seats and spaces available for them to sit at the table. The basket of fresh fruit provides children with a wide range of healthy choices. Older children are encouraged to peel or cut their chosen fruit. Staff provide the appropriate support to the younger children to achieve this. At lunch time children sit together in their key person groups. They talk with each other and catch up with the morning activities and share in each others news. Both snack and lunch times are used to encourage children's social skills.

Children's behaviour overall is good. The older children are confident to tell staff when

other children 'take their toys'. Staff provide gentle explanation to both parties to gain an understanding and co-operation on both sides and enable children to play alongside each other. Older children help younger children to complete puzzles, sounding out letters as they go, playing cooperatively.

Children learn about keeping safe as they regularly take part in fire evacuations so know what they have to do in an emergency. They understand how to keep safe in doors as they use the hand rail to confidently move up and down a small flight to the small stage play area. Children use the outdoor facilities to benefit from fresh air and regular exercise.

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

The pre-school staff have a good understanding of safeguarding children issues. They are aware of the possible signs a child may be a risk of harm and the procedures to follow if they have concerns. The pre-school policies are regularly reviewed and updated with current practices. At arrival and collection times staff cover the door to greet parents and careers to ensure children cannot leave the premises unsupervised. Systems are in place to maintain children's safety if parents have forgotten to inform staff of any changes in collecting arrangements. Staff complete risk assessments and daily checks on the premises so it is safe for the children to use. There is always at least one member of staff at the pre-school who is first aid trained. Any accidents which occur are recorded in the pre-school's accident book and shared with parents when they collect their children. Since September, the pre-school has introduced a communication book, recognising children are often collected by others and use this as a means of sharing information with parents before they next visit pre-school.

There are clear procedures in place to ensure staff employed are suitable to work with children. Regular supervision, monitoring and appraisals identify areas of development and training needs for all staff in order to improve the provision for children. Staff meetings occur on a regular basis to evaluate their practice and discuss recent training, current planning and plans for the future. For example, how as a staff team going to implement areas identified from training on communication. The manager has made good links with outside agencies and this means she is quick to seek advice and support if she has any concerns about children's development. As a result children receive timely and appropriate support.

Parents spoken too during the inspection comment how approachable, supportive and friendly all the staff are. Parents receive regular information, through discussions with key staff, termly progress reports and sharing of learning journals. As a result parents know what their child is doing at pre-school and how they are progressing. The pre-school works closely with other early years settings, sharing information to support children's progress and provide continuity of care.

### **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
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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 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

<b>Unique reference number</b>	106204
<b>Local authority</b>	Devon
<b>Inspection number</b>	928467
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	19
<b>Number of children on roll</b>	0
<b>Name of provider</b>	Roborough Pre-School Committee
<b>Date of previous inspection</b>	02/11/2011
<b>Telephone number</b>	07944 076272

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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, 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.

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Piccadilly Gate  
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