

Rose Hill Pre-School

C/O Imagine Co-operative Childcare, Ashhurst Way, OXFORD, OX4 4RF

Inspection date

25/09/2013

Previous inspection date

27/09/2012

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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 4

The quality and standards of the early years provision

This provision is inadequate

- The pre-school management committee has not ensured that the manager and staff implement the safeguarding and welfare requirements of the Early Years Foundation Stage by informing Ofsted of a significant event. This is a breach of requirements and has the potential to place children's welfare at risk.
- Some daily routines and group times are not managed well. Staff interrupt children's play as they are called to group time. Children are not always fully and purposefully involved in their play and learning as they sit and wait with nothing to do at snack time.
- Staff have few links with other local schools in the area to ease the times of transfer for those children who are not likely to attend the most local school.

It has the following strengths

- Staff are respectful and responsive to children's needs, feelings and interests and this fosters a strong sense of belonging.
- Staff's enthusiasm for singing and reading makes song and story times fun and enjoyable for children. This approach helps children participate in the joy of reading and singing, while learning to listen, which is useful preparation for school.
- The provider has developed an interesting outside area with facilities for children to play imaginatively, practice their physical skills and explore natural materials. This helps motivate children's learning well.

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.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment and talked with the staff and children.
- The inspector held discussions with the registered provider and the manager of the provision.
- The inspector looked at a sample of children's assessment records and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.
- The inspector and manager undertook a joint observation of practice in the pre-school.

Inspector

Sheila Harrison

Full Report

Information about the setting

Rosehill Pre-school registered in 2005. It operates from a purpose-built room and enclosed outdoor area within a shared building. The pre-school shares its premises with a day nursery in the Rosehill area, close to the centre of Oxford. The pre-school opens each weekday morning from 8.45am until 11.45am, and on Monday to Thursday afternoons from 12.15pm until 2.45pm, term time only. Currently, there are 15 children on roll who attend from the Rosehill area itself and surrounding areas.

The pre-school receives funding for the provision of free early education for some children aged two years and for children aged three and four years. The pre-school currently supports a number of children with special educational needs/or disabilities and those learning English as an additional language. The pre-school is managed by a volunteer committee and is registered on the Early Years Register. The pre-school employs three members of staff, all of whom hold a relevant qualification at level 3.

What the setting needs to do to improve further

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

- ensure the provider and managers have a clear understanding of the safeguarding and reporting procedures to Ofsted, especially in relation to any allegation made against an adult who cares for the children or is in regular contact with them, and of the timescales for such reporting.

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

- develop the opportunities for children to be fully involved in purposeful play by monitoring and minimising time waiting for care tasks, such as snack time, to be undertaken and the management of their group activities
- improve the support for children's move on to their next setting, such as through developing further the two-way exchange of information with other local schools

Inspection judgements

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

There are some strong aspects to the provision. Staff plan interesting and challenging play experiences that help children to progress in their learning and development. They ensure that resources to promote all areas of learning are available in the well-resourced indoor and outside environments. These support children's learning and helps them investigate and develop new skills. This means they are ready for the next stage of their learning and eventually for school.

Children's language skills are well promoted. Staff provide picture cards to help children with emerging language and those learning English as an additional language. They encourage young children to talk as well as point, to make themselves understood. All the children are enthralled and take an active part in a thoroughly enjoyable story time. Staff are enthusiastic. They extend children's vocabularies as they detail the parts of a book, such as 'spine'. They make excellent use of props to bring the story to life. Children join in with the refrains of a favourite story as they know what happens next. This type of teaching is a significant strength of the pre-school.

Outdoors, children enjoy experimenting with sounds. They use the musical instruments as accompaniments to favourite nursery rhymes and songs. Staff inspire children's imagination by suggesting they set up a caf. Staff provide the pretend money for the children to put in the cash machine. Older, more able children find the 'menu cards' that use words and pictures. They use paper and pencil placed on a clipboard to 'take the order'. Younger children follow the older children's lead and prepare the 'food'. Such play helps them to maintain their focus for a considerable period with a high level of fascination.

Despite these strengths, some daily routines are not managed well and these affect children's progress. Staff disturb children's purposeful play by asking them to stop what they are doing and join the 'circle' for 'registration time', for example. At other times, children's time is not used well because they have to line up, doing nothing, while waiting for the toilet and again in preparation for going outside. These interruptions do not allow children to bring their play to its natural conclusion and help them become independent in their choices of what to do and when.

Parents provide some information on children's starting points and staff make regular and precise observations and assessments of the children's learning and progress so that any need for additional support for children can be identified, shared with parents and acted upon promptly. Staff understand the different assessment processes, such as the progress check at age two. This helps parents to be fully informed of their children's learning. Parents are invited into the pre-school at the end of each term to see their children's development folders and discuss progress with their key person. Staff explain the Early Years Foundation Stage and organise regular workshops which helps parents to continue children's learning at home.

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

Children form close relationships with staff. These help children settle quickly and stem from the effective 'key person' system, which provides each family with a named link person. Parents are encouraged to bring their children for several visits before leaving them and this enables staff to get to know the children well. Staff ask parents to provide family photographs, to help the key person get to know the children's backgrounds. They take photographs of the children happily playing to display in the book area. Children delight in looking through the photographs and especially enjoy looking at the older photographs of their brothers and sisters at pre-school. Staff and children celebrate the birthdays of their friends. They sing 'happy birthday' and present the birthday child with a card and a balloon. This helps children develop a strong sense of belonging.

Children are encouraged to behave well. Staff go through the 'house rules' at registration time which relates to being kind to each other and to keep themselves and others safe. Staff ask children to think about why the rules are in place and give appropriate consequences of unwanted actions. This helps children to develop a clear understanding of acceptable behaviour.

Staff support children very well to become independent in their self-care skills. Younger children are gently encouraged to try to put on their own coats and older children are successfully encouraged to do up their own zips. Staff work closely with parents to help children become confident in their use of the toilet in readiness for starting school.

Every day children have valuable opportunities to be physically active outside. The pre-school has a covered area allowing opportunities for outside play even if the weather is not good. Children learn to move with control as they use a few steps to climb on a plank and down the small slide. Children choose how to come down the slide under the close but not intrusive supervision of the staff. This helps them to gain an understanding of risk without being fearful. Children learn about keeping healthy as they wash their hands before eating and have a nourishing snack. However, the organisation of snack time does not always provide a sociable experience for the children as they wait to be served with nothing to do. They cannot make their own decisions about when to take their refreshments.

The pre-school is situated very close to the local school and a strong working relationship has been developed between the two. School staff are invited to see the children at play. However, the pre-school has not developed equally valuable links with the other schools that children may attend. This means that for the children that are moving onto other schools in the area, the consistency of care is not so well executed.

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

The registered provider is not fulfilling the responsibilities to meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The registered provider does not follow the required reporting procedure to Ofsted if an allegation is made about a member of staff or an adult who has regular contact with

children. This is a breach of legal requirements and has the potential to place children's welfare at risk, although no child has come to harm.

Staff implement other child protection procedures appropriately, as they have all attended safeguarding training. They use sound systems for liaising with the appropriate local agencies and helping to protect the children who attend. There are appropriate systems in place for the effective selection and recruitment of staff, which includes ensuring all vetting is complete. This is also part of the recruitment process for committee members and suitability checks are undertaken before officially becoming part of the voluntary committee. There are adequate performance management systems in place, which support staff, for example, regular appraisals and staff meetings.

Staff remain vigilant at all times and suitably supervise children. They always alert each other before leaving the room and have developed suitable routines to allow children to be handed to their parents at the end of the session. They wait at the door and in the corridor, and children are called by name when the parents arrive. Staff know the children well and this helps ensure that those who find waiting more difficult are ready to leave as their parents arrive. This system enables a regulated and secure departure for both children and parents.

Staff work well with parents and other professionals to meet children's needs. They share observations and implement suggested activities, such as to help children's speech and language. Parents report they are very happy with the care their children receive.

The pre-school management and staff are committed to evaluating and improving their provision to children and families. Self-evaluation of children's learning is more successful than that of the safeguarding requirements. They have evaluated progress of the children as a group and, following this exercise, made improvements to the provision of mathematics. Staff now provide many more opportunities for children to count within the routine. Staff ask questions such as 'How many are left?', for example, and children use positional language, such as 'under' and 'over' in their play showing their better understanding. This advances the learning outcomes for children.

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	EY299812
Local authority	Oxfordshire
Inspection number	936648
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	15
Name of provider	Rose Hill Pre-School Committee
Date of previous inspection	27/09/2012
Telephone number	01865 401852

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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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