

# Roseberry Pre-School

Sikh Community Centre, 106 East Park Road, LEICESTER, Leicestershire, LE5 4QB

<b>Inspection date</b>	27/06/2014
Previous inspection date	29/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		2
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children feel happy and are confident within the pre-school because staff are kind and caring and routines are well established.
- Children are kept safe in the pre-school because staff have a good understanding of safeguarding. They assess risks to minimise dangers and keep the toys and equipment clean and well maintained.
- Partnerships with parents are well established. Children form secure attachments with key persons and staff and this means their emotional well-being is met.

### It is not yet good because

- Children do not always get the most from activities because planning is not yet well informed by children's next steps in learning.
- The promotion of language development through ongoing routines and activities is sometimes missed because opportunities for modelling and extending language are not always maximised.
- The monitoring of staff's knowledge, understanding and performance is not fully effective. Consequently, teaching practice is variable.

## 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 had a tour of the premises, looked at documentation and spoke to parents.
- The inspector observed children and looked at their learning journey records.
- The inspector held meetings with the pre-school co-ordinator and centre manager.
- The inspector conducted joint observations with the pre-school co-ordinator and centre manager.
- The inspector checked evidence of the suitability of staff and sampled a range of the pre-school's documentation.

## Inspector

Emma Spiers

## Full report

### Information about the setting

Roseberry Pre-School operates in the Guru Tegh Bahadur Community Centre in the Spinney Hills district of Leicester. It was registered in 1994 and is a committee-run organisation serving the local community. Children use the main hall and day care rooms on the ground floor, with access to associated cloakroom facilities. The pre-school provides outdoor play through use of local parks. It operates from Monday to Friday throughout the year and opening hours are 8am until 6pm. A play scheme provision is also offered during part of the summer holidays. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school receives funding to provide early education for two-, three- and four-year-old children. There are currently 48 children on roll, all of whom are in the early years age range. The majority of these speak English as an additional language. The pre-school employs five childcare staff. Of these, three hold appropriate qualifications at level 3 and two at level 4.

### What the setting needs to do to improve further

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

- improve the effectiveness of observation and assessment by developing staff knowledge of how to use information from observations of children to identify the next steps, so they make good progress in every area of learning
- improve the development of children's language by increasing the extent to which language is modelled and extended effectively through daily routines and activities.

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

- review and evaluate procedures for monitoring staff performance to ensure all staff have appropriate training, skills and knowledge to fulfil their roles and responsibilities, so that teaching evolves to meet all children's needs.

## Inspection judgements

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

Children are comfortable in the space provided and parents are happy to leave them. Activities undertaken with adults are used to display what children have been doing and enhance the environment for learning. Children enjoy the activities planned by staff in the pre-school. This is because they take the time to find out about children's interests. For example, children collect pinecones in the park then use paints and glitter creatively to

decorate them. Staff provide experiences, which cover all seven areas of learning and development and children engage themselves with the activities on offer. Children demonstrate confidence in knowing what they can play with and where to find their favourite toys or activities. This is because the environment is generally organised well. Children concentrate for an appropriate length of time for their ages and staff provide them with plenty of time and space for this. For example, children work alongside the staff to complete jigsaw puzzles of their own choosing. They learn how to persevere, as they are encouraged to have a go before being shown what to do. Opportunities to learn about the local area contribute to children's understanding of the world. They enjoy going on regular outings into the local community, visiting the park and the library. Staff observe children during their play and activities, taking photographs to record these experiences in children's learning journey records. Some of the information collected describes the learning and development of individuals. However, this information is not always used to inform the planning for the next steps in children's learning. Consequently, children are not always challenged by what is on offer to help them make good progress. Staff carry out the progress check for children between the ages of two and three years and share the written summary with parents. This ensures that they and other professionals have the necessary information to arrange appropriate support if necessary.

Teaching is variable, although staff are very encouraging and supportive as they play with children. They smile and praise children for their efforts and encourage them to try activities through a positive approach. Older children chatter confidently to one another as they participate in simple craft activities. They talk about their lives and experiences and make up jokes together. However, opportunities to build on children's language skills are not consistently taken up by staff. Staff do not use experiences to extend children's vocabulary and language skills fully, which means that opportunities for supporting learning and development through talk are often missed. Staff help children to gain some important skills, which will support them in readiness for school. Older children can follow instructions, join in with group activities and manage their own personal hygiene. Many have also formed friendships and good social skills because of the clear routines established in this relaxed environment.

Children who speak English as an additional language are generally supported positively. For example, bi-lingual staff initially talk to children in their home language, alongside English, in order to help them feel settled and more confident. This helps these children to understand the routines and expectations of the pre-school and ensures that they are included from the start. Children with special educational needs and/or disabilities are provided for as the special needs coordinator follows the advice provided by outside agencies to meet their more specific needs. Parents are presented with written reports and parents meetings for all children as they transfer to school and the pre-school coordinator has taken steps to correspond with schools to help children with this important transition. Parents can view their child's individual learning journey records and they are kept up-to-date by a monthly newsletter. This includes information about the things children have been doing, what they will be doing next and some ideas of how to support learning and development at home.

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

Children are happy and contented because staff are kind and caring towards them. This helps them to develop positive relationships with staff and their key person. Effective settling-in procedures for children are in place. This promotes children's move from home as staff gather information from parents about their children's individual needs. Staff praise children well, which also builds their self-esteem. Older children are keen to engage staff in conversations, which demonstrate that positive relationships have been well established over time. Clear routines are in place, which helps children to feel secure and most children show an appropriate level of confidence for their ages. Children generally know which toys they prefer to play with and know where to find them because of the well-organised environment.

Staff provide some appropriate opportunities to help children to learn about keeping safe. For example, they take regular walks in the local community, where children are reminded of road safety and not to speak to strangers. Children behave extremely well because staff remind them about what is acceptable and what is not, in a way which is appropriate to them. They play together cooperatively because they have been shown how to do so by staff who act as good role models. Staff are well deployed throughout the pre-school to provide continuous supervision of children. This contributes to their overall safety and welfare.

All resources are well maintained and safe for children to use and staff make good use of the available space. Due to the lack of an outdoor area, staff make use of the local park to provide children with regular fresh air and exercise. Designated time is provided for children to be active each day where children are taught to crawl, stretch and ride bikes with growing confidence. Children enjoy healthy options at snack times, which include fresh fruit, milk and water. They learn about good hygiene practices and know how to wash their hands before eating. Opportunities are taken during snack and physical times to promote children's understanding of health and fitness. For example, staff encourage children to feel their heart beating quickly after exercise and talk with children about why fruits and vegetables are healthy foods at snack time. Parents comment that they appreciate how the pre-school helps children to gain a sense of identity through the provision of cultural dishes available on certain days of the week.

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

Staff understand their responsibilities in meeting the safeguarding and welfare requirements and there is a clear safeguarding policy in place. There is a designated person, who understands the responsibilities of this position because they have attended additional training. Relevant documentation, policies and procedures to promote and safeguard children's safety and welfare is well maintained. Following recommendations from the last inspection, such as the recording of medicines administered to children, has been improved. This means that parents are fully informed and children receive the appropriate treatment. The management team adheres to good recruitment and vetting

procedures, which includes evidence of suitability checks on staff. Students are well managed and generally know what is expected of them. Staff are appropriately qualified and experience induction procedures, which ensure they understand their roles and responsibilities in the pre-school. As a consequence, staff demonstrate that they have a sound understanding of welfare requirements in the Early Years Foundation Stage. Children are kept safe because all staff have relevant paediatric first-aid qualifications, so that they can administer first aid in an emergency. Risk assessments are also in place and are reviewed regularly by the pre-school coordinator.

The pre-school coordinator and community centre manager have a sound understanding of how the pre-school should meet the learning and development needs of children. However, inconsistent leadership and management overtime has meant that this area of the provision has been less well monitored and developed. Staff training and development has been driven by children's well-being, which has meant that staff do not fully assess and plan to meet children's needs. Self-evaluation and reflection is not fully effective to ensure that improvements to the quality of teaching, planning and assessment are addressed. Plans for improving the supervision and development of staff and the identification of training needs are in place. However, these have not yet been realised, which means teaching is variable and this has an impact on children's learning and development.

Parents of children with special educational needs and/or disabilities are kept up-to-date with the involvement of outside professionals and value the work of the special educational needs coordinator in seeking wider support. As a result, they are confident to share their knowledge about developments at home and recognise the impact that the pre-school is having in terms of building their child's confidence and self-esteem. Discussions and questionnaires help to gain the views and ideas of parents. For example, suggestions made about the temperature and lack of air in the main hall have been addressed by the installation of fans. This has made the working atmosphere more comfortable for children. Parents praise staff for their friendliness and flexibility and agree that their children enjoy attending the pre-school.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	226883
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	871398
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Sikh Community Centre Playgroup - Summer Scheme Committee
<b>Date of previous inspection</b>	29/03/2011
<b>Telephone number</b>	0116 2203118

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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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