

Rose Hill Pre-School

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

Inspection date	24/09/2014
Previous inspection date	25/09/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- The learning environment, both indoors and outside, provides an interesting range of well thought out and easily accessible resources.
- Staff support children's play well, adapting to their changing interests effectively to maintain their focus on learning.
- Children make good progress from their starting points, particularly in their social skills and language development.
- Staff are well organised and work well together to ensure that routines and activities run smoothly.

It is not yet outstanding because

- Although interactions with children are of a good quality, staff do not always make the very best use of careful questioning to further extend children's learning, creativity and thinking.

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 indoors and outside.
- The inspector completed a joint observation of snack time with the supervisor.
- The inspector held a meeting with the supervisor and chairperson of the committee.
- The inspector took account of the views of parents spoken to on the day and from information in the pre-school's parent questionnaires.
- The inspector sampled documentation, including children's development records, staff qualifications and background checks, and the pre-school's action plan.

Inspector

Gill Little

Full report

Information about the setting

Rose Hill Pre-school registered in 2005 and is run by a voluntary committee. It operates from a purpose-built room and enclosed outdoor area within a shared nursery building in Rose Hill, Oxford. The pre-school opens each weekday from 8.45am until 11.45am term time only. It offers settling in visits for new children from 12 noon until 1pm on Mondays. The pre-school is registered on the Early Years Register and there are 23 children on roll in the early years age range. The pre-school cares for children learning English as an additional language and children from disadvantaged backgrounds. Multilingual support is available within the staff team. The pre-school is in receipt of funding for the provision of free early education for children ages three and four years. The pre-school employs three staff, all of whom hold relevant qualifications.

What the setting needs to do to improve further

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

- extend the use of careful questioning during interactions with children to further challenge their learning, creativity and thinking.

Inspection judgements

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

Staff make good use of the indoor and outside space to provide an inviting and welcoming learning environment. Children settle quickly on arrival in the pre-school as they are interested in the activities and resources on offer. Staff lead some activities, such as leaf painting following an autumn walk the day before, to encourage children to describe colours and textures. Children learn about mathematical concepts, such as big and small, as staff refer to these routinely in the context of play activities. Staff are on hand to support children in their chosen activities and they adapt well to children's changing interests during the session. A group of children became animated in their communication as they dressed up as superheroes and talked about their favourite film characters with staff. Staff use good quality discussions to narrate children's play, asking questions and making suggestions. They introduce additional resources to extend the value of activities, such as using reference books as children played with toy dinosaurs to encourage discussion about different characteristics. Staff plan story sessions with puppets and other props to bring stories to life, helping children to become excited by early literacy. This approach helps to engage children well in learning and has a positive impact on communication and language development. However, on the day of the inspection, staff sometimes missed opportunities to challenge children's learning further through careful questioning.

Key persons know their children well and confidently talk about their starting points, progress and capabilities. They use observations and overall tracking sheets to highlight children's progress and any gaps in their development. They use this information effectively to plan next steps in learning for each child, incorporating these carefully into their overall planning. They maintain required progress checks for children aged two years and share this information with parents. Staff provide good support for children learning English as an additional language, using multilingual staff from the pre-school and local children's centre to support families as necessary. They also learn keywords in children's home languages and use picture cards and photographs to support communication as needed. Children are making good progress overall, and particularly good progress in their social skills and language development. Parents comment positively on these particular aspects of development, stating that children are well prepared for school. Parents value the guidance they receive from pre-school staff to support their children's learning, such as encouragement to share story books at home. The pre-school is preparing children well to develop skills for their future lives.

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

Children develop good social skills in the pre-school. They settle well overall and receive good support from staff when they first start. Staff plan activities to enable them to get to know children's individual interests and capabilities and they work closely with parents to develop positive relationships. They praise children routinely and provide lots of choice, which helps children to develop good levels of self-esteem and confidence. Staff are calm, patient and friendly, working sensitively with children to promote their understanding of behavioural expectations. They explain why it is important to take turns so that children become more aware of the feelings of others. They encourage children to make 'good choices' so that children take responsibility for their own behaviour. Children learn to play safely to reduce the risk of accidents. Staff routinely reminded children about safety, such as being careful when using a skipping rope or when coming down the slide. They incorporated safety aspects within children's play activities, such as discussing the importance of using safety gear as children played with favourite television characters. Staff encourage children's independence, such as giving the helper of the day achievable responsibilities. Children are well prepared emotionally for their next stages in learning and for school.

Children enjoy daily opportunities for physical play and fresh air outdoors. Staff make good use of the garden to promote children's learning and they encourage children to extend their physical skills. Children enjoyed an enthusiastic game of skittles, developing hand to eye coordination as they set up the skittles and then knocked them down with balls, supported well by staff. Children also take part in outings, such as their autumn walk, and staff encouraged related discussions by referring to displays of photos.

Children enjoy healthy snacks and drinks provided by the pre-school, such as crackers, cucumber, apple and banana. They learn to pour their own drinks using small jugs and they help to tidy away their plates and cups. Staff use snack time effectively to encourage

children to talk about their home lives to further promote their language development.

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

The staff and representative of the committee demonstrate that they have a good understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. They have a good knowledge of safeguarding children procedures having recently attended relevant training. They know the signs that may indicate children at risk and they know what to do if they have concerns. Since the last inspection, they have improved their awareness of reporting relevant concerns to Ofsted. Clear procedures are in place regarding confidentiality and the use of cameras and mobile phones, to help protect children. The committee and staff ensure that the premises are secure and safe. Staff work well together to supervise children and to ensure that routines and activities run smoothly.

Robust recruitment procedures assess the suitability of new staff and a well-established induction programme supports them effectively as they start in their roles. Routine appraisals and opportunities to attend training help all staff to develop professionally. Staff use ideas from training sessions in their practice, such as using laminated photographs of children to encourage children to talk about themselves. The impact of qualifications and training on children is positive.

The staff team use their overall tracking sheets for individual children to identify their specific learning needs and also to identify areas for development for the whole group. Staff noticed that children as a group were not making expected progress in mathematics. They have now adapted their practice to promote this area of learning more effectively and incorporate more mathematical language into everyday activities. Staff have regular meetings with the supervisor who is able to support them with their key children. She ensures that identified next steps for children's learning are challenging enough and that staff review these to help children make progress.

The staff and committee have an action plan in place to further improve practice. Since the last inspection they have made several improvements, including reviewing snack time procedures so that this is a more valuable activity. They welcome feedback from parents and children to inform the self-evaluation process. For example, they reviewed the changes to snack time with children and encouraged their views.

Staff support parents effectively through ongoing daily discussions and some focused initiatives. They provide workshops on a termly basis to provide parents with ideas and strategies to support their children's learning at home. Staff work well in partnership with other local professionals to develop their practice, such as attending a conference to develop strategies to support two-year-old children. Since the last inspection, staff have improved support for children moving into school by strengthening partnerships with school staff through meetings and exchanging visits.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	963220
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	23
Name of provider	Rose Hill Pre-School Committee
Date of previous inspection	25/09/2013
Telephone number	01865 772793

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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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