

Rosliston Under 5's Pre-School

Main Street, Rosliston, Swadlincote, Derbyshire, DE12 8JW

Inspection date

11/11/2014

Previous inspection date

22/01/2010

The quality and standards of the early years provision

This inspection:

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

- Staff provide a broad range of stimulating and challenging activities to incorporate the developmental stages and interests of the children. Subsequently, children are enthusiastic learners who enjoy their time at the pre-school.
- Staff have high expectations for children. They make good use of effective teaching methods in order to support and extend children's learning. As a result, children make good progress in relation to their starting points.
- Staff have developed secure partnerships with parents and other early years settings that children attend. Children benefit from effective sharing of information about their ongoing development, which promotes continuity in learning.
- Children form close relationships with staff and each other. They are happy and play cooperatively together. This helps them to feel secure.
- The staff team fully implement robust policies and procedures to safeguard children. Consequently, the welfare of the children is very well promoted.

It is not yet outstanding because

- Children are not always fully supported to access the outdoor area. They are not encouraged to move freely between environments so that they have more choice in where they want to engage in play.
- There are too few opportunities for older children to access the toilets by themselves, in order to build on their developing self-care skills.

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 main hall and the outdoor area of the pre-school.
- The inspector spoke with staff, children and their parents throughout the inspection.
- The inspector carried out a joint observation and held meetings with the pre-school manager and chair of the committee.
- The inspector viewed a selection of documentation, including staff suitability checks and the policies and procedures of the pre-school.

Inspector

Elaine Tomlinson

Full report

Information about the setting

Rosliston Under 5's Pre-school was registered in 1975 and is on the Early Years Register. It is situated in a village hall, in the Rosliston area of Derbyshire, and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from the main room of the village hall and there is an enclosed area available for outdoor play. The pre-school employs five members of permanent childcare staff and one temporary staff member. All of these hold appropriate early years qualifications at level 3, apart from one staff member who has a level 2 early years qualification. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 12noon. Children attend for a variety of sessions. There are currently 39 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 supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend opportunities for children to move freely between the outdoors and indoors, enabling them to choose where they want to play
- consider ways to support the older, more capable children to access the toilets by themselves, in order to build on their developing self-care skills.

Inspection judgements

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

Children benefit from a broad range of interesting and stimulating activities, which motivate and challenge them. They arrive happily at the pre-school and are eager to explore and engage in the activities provided. Staff make good use of effective teaching methods to support and extend children's learning. They encourage children to develop their own play, through a good mix of child-led and adult-initiated activity. This means that children become independent learners. Staff play alongside children using skilful strategies to extend and guide learning. They use effective questioning to encourage children to develop their critical thinking. Staff also intervene effectively in play, making suggestions so that learning is extended. For example, they introduce additional resources in order to develop play and provide more challenge. Likewise, staff know when to stand back and allow children to explore and discover. As a result, children become confident learners, who develop a good range of skills in preparation for future learning, including school.

Children are well supported to use their imagination. They make use of a variety of materials to build large models. Children spend time in meaningful conversations with staff. For example, they discuss how to build a motorbike. Staff introduce new vocabulary into play and model the good use of language. As a result, children are confident communicators. In addition, staff make good use of activities to develop mathematical concepts, such as size. They encourage children to count, for example, how many wheels they will need. Therefore, early mathematics is well supported. Additionally, staff provide good opportunities to understand more about the world around them. They thoughtfully introduce new technology, including digital photo frames, into the pre-school. Children learn how the camera works and staff skilfully help them to take pictures of their friends. Children show their excitement as staff show them the pictures they have taken on the digital frame. This helps them to develop a good understanding of how things work. Children lead their own play and enthusiastically participate in a good selection of activities and experiences, encompassing the seven areas of learning, all within the main hall of the pre-school. However, children's access to the outdoor area is sometimes limited, as they are not able to move freely between environments. Even when the outdoor area is open, children are not always able to choose if they want to go outside. Consequently, their preferences are not always taken into consideration and children do not have much of a choice about where they want to carry out their play. This particularly affects those children who learn better outdoors.

Staff have high expectations of the children and make regular, accurate observations of them as they play. They take the time to get to know them by talking and playing with them frequently. Therefore, they know the capabilities of the children well. In addition, staff meet with parents before the children start at the pre-school to find out more about their child. Staff effectively make use of this information to assess each child's starting points, in order to identify children's next steps in their learning. They use this detail to inform children's future activities, which helps to ensure that any emerging needs are well catered for. Subsequently, children's needs are quickly met and they are effectively supported to make good progress. Furthermore, staff complete detailed termly assessments of children's development. They effectively share this with parents who, as a result, are well informed about the ongoing learning of their children. Likewise, staff have meaningful conversations with parents on a daily basis and provide written summaries of children's care and achievements each day. Parents are encouraged to make valued contributions to the report and share any learning or events from home. Therefore, children's learning is complemented at home. Children who speak English as an additional language are well catered for. Funded approaches, such as the Every Child a Talker project, have been implemented effectively into practice. For example, staff have introduced a show and tell table to promote small group discussion. Subsequently, children's achievement in early language development has been raised. Strong links with outside agencies and other providers helps to ensure that good information is exchanged between professionals. Consequently, the ongoing development of the children is well supported.

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

Staff at the pre-school are warm, friendly and caring. They create an enabling environment so that children feel safe and secure. Children form close bonds with staff and are happy and settled in their company. Staff are attentive and respond well to any individual needs. For example, they offer cuddles and reassurance to children who become upset. Consequently, children feel secure in their care. When children first start at the setting, flexible settling-in procedures allow time for key persons to develop relationships with them and their parents. This process provides opportunities for staff to gather information in order to plan. This ensures that initial likes and needs are catered for. Children benefit from this, as they settle quickly into the setting. Children form close friendships with their peers and chat happily to each other as they play. Staff are good role models. They show respect for the children and each other. As a result, the children use good manners and learn to respect and tolerate each other's differences. Staff value each child as an individual, providing constant praise for their achievements. They listen attentively and respond to children's requests. Children are proud and show delight in their work. Staff reinforce this, as they acknowledge individual efforts successfully. Therefore, children are confident and develop good levels of self-esteem. Children understand the rules and expectations for behaviour, such as tidying up before snacks. Staff have introduced visual aids, including smiley faces, to support children to develop positive behaviours, including walking inside. Consequently children behave very well.

Staff place a high priority on the safety of the children and all reasonable steps are taken to ensure that they create a safe and enabling environment. They skilfully support the children to gain an understanding of risk. For example, children are encouraged to climb independently on the slide, whilst staff remain close by. Staff efficiently explain safety measures to the children, including the safe handling of equipment, such as scissors. They ask questions that encourage children to think, for example, why they should walk indoors. Consequently, children develop an understanding of how to manage their own safety. Similarly, equipment is in good working order and staff monitor the play areas removing any hazards to enable a safe environment throughout the session. Therefore, the well-being of the children is effectively promoted. The pre-school routine provides opportunities for children to develop a broad range of skills. Children help to tidy up and clean the tables for snack time. In addition, children collect their own plates and clear the tables. They pour their own drinks and serve their own food. This helps to develop good levels of independence. However, children are not always provided with the opportunity to access the toilets by themselves. Although the toilets are situated in the main hall and staff are well deployed to supervise the children closely, toilet doors are sometimes locked during the session. This means that, on some occasions, children require adult support to use them. This restricts children's independence and ability to manage their own needs.

Children's good health is effectively promoted. They are provided with a well-balanced selection of snacks and are learning to make good food choices. Likewise, staff encourage children to wash their hands after messy activities and before food. This helps to promote the well-being of the children. In addition, children develop good hygiene routines. They blow their own noses, discard tissues in bins and use sanitizer to clean their hands independently. This helps to reduce the risk of cross infection. Similarly, staff encourage children to move and be more active during outdoor play. Therefore, children are well supported to develop an understanding of healthy lifestyles. Children benefit from the good partnerships that the pre-school staff have with local schools. Meaningful information

is shared between settings and teachers are invited into the pre-school to visit their new pupils. This helps to foster this new relationship and supports the children's emotional well-being as they move on from the pre-school.

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

The pre-school management team has a robust understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This means that children's welfare is effectively supported. Robust policies and procedures are in place, which the staff promote through good working practices. Likewise, comprehensive safer recruitment procedures are embedded in practice. This helps to keep the children safe. All staff and committee members are subject to the Disclosure and Barring Service checks prior to employment to assess their suitability. Staff attend regular updated safeguarding training and subsequently, have a good understanding of how to keep children safe from harm. They are clear on child protection procedures and whom to report any concerns to. Risk assessments of the premises, outings and resources have been developed to include an explanation of how each risk will be managed. Staff make good use of checklists to ensure the environment is free from hazards. Consequently, children's well-being is successfully sustained.

The pre-school management team demonstrates a sound understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. The manager has developed thorough processes to regularly review and monitor planning, observation and assessment documentation. She has a detailed knowledge of the ongoing development of the children. This helps to ensure that children's ongoing needs are met and that they are making good progress. The staff team meets weekly to plan, review and discuss children's learning. As a result, any emerging needs are well catered for. Each staff member is responsible for ensuring that their key children's next stages of development are provided for. These procedures help children to make good progress. A supportive programme of professional development for staff is embedded in practice. This includes a detailed induction plan. Procedures are in place to monitor staff's practice appropriately through supervision discussions and annual appraisals. Regular opportunities for staff to attend training to extend their knowledge, understanding and skills are provided. Subsequently, staff are well trained and qualified to meet children's needs.

The staff team are passionate and dedicated to providing a good quality of care and education. Ongoing, reflective practice has highlighted additional areas for improvement and detailed action plans are in place to promote further development. For example, story sacks are currently being introduced to support literacy at home. Staff develop effective partnerships with parents and other providers. Therefore, children's learning is shared consistently. Staff make use of very good strategies to involve parents in their child's learning and development. For example, 'borrow me bags' are provided to support the emotional well-being of the children. Parents take these home to help with progress towards milestones, such as toilet training. In addition, parents speak highly of the staff team and comment positively about the provision. Parents contribute to daily diary sheets,

including significant events from home. Likewise, staff share additional information on a daily basis through two way conversations and written summaries of development. The management team also takes every opportunity to develop links with other settings. As a result, children's information is effectively shared in order to promote continuity of learning. Furthermore, the staff team work closely with the local authority development worker. They are fully committed to working with other settings and external agencies to provide continuity of care and learning and to acquire support and obtain interventions for children, should they need it.

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	206848
Local authority	Derbyshire
Inspection number	865442
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	39
Name of provider	Rosliston under 5's Pre-school Committee
Date of previous inspection	22/01/2010
Telephone number	07986171055

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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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