

Rosebuds Preschool

Southwold Primary School, Cumberland Road, Southwold, Suffolk, IP18 6JP



Inspection date

17 June 2015

Previous inspection date

19 January 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The setting does not have a good cycle of observation, assessment and planning fully in place to precisely support the children's next steps in learning. Furthermore, inconsistencies in assessments when children start mean it is hard to monitor the progress they make.
- Consistent links have not been made with other settings children attend. Therefore, information that would fully support children's learning is not always shared.
- The pre-school leader and committee have not kept up to date with current best practice, for example, through professional development, meaning that some requirements of the Early Years Foundation Stage are not fully implemented.

It has the following strengths

- Children spend their time in an interesting and well-resourced learning environment. Staff manage behaviour well to help children develop an understanding of right and wrong. Children are polite and friendly, and are learning to take turns and share.
- Good systems are in place to support children when they start at the setting or are moving on to school. This means children are helped well to manage changes in their lives.
- Staff have a good understanding of Local Safeguarding Children Board procedures and know what action they would take if they had a concern about a child's welfare. Children are cared for in a safe and secure environment.
- Partnerships with parents ensure they are informed about, and supported with, their children's ongoing learning and well-being. They have regular opportunities to feedback their views at open committee meetings.

What the setting needs to do to improve further

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

- improve the quality and consistency of assessments, to ensure a robust cycle of observations, assessments and planning for next steps is implemented that precisely supports children to make the very best progress in their learning
- ensure robust links are made with other settings that children attend so there is a regular two-way flow of information to support children's ongoing learning.

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

- improve systems to monitor children's progress through the consistent use of on entry assessments, which allow progress in learning to be tracked
- enhance understanding of best practice in early years through regular opportunities for professional development, so that all areas of the Early Years Foundation Stage are fully implemented.

Inspection activities

- The inspector observed activities in the inside and outside play areas and spoke to members of staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the pre-school leader.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector reviewed the setting's self-evaluation form online prior to the inspection.
- The inspector held a meeting with the pre-school leader and acting chair of the management committee.

Inspector

Julia Sudbury

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children are cared for in a well-resourced environment and have free access to the outside area. This ensures all children, especially those who prefer outdoor play, are motivated and eager to learn. A range of activities engages children in learning across all areas. They solve problems as they build towers and have free access to the setting's computer to develop technical skills. Good support is provided for children's language development. Staff naturally join in with children's play, talking with them and helping them speak clearly. They lend books to families to help children learn to value reading. A good range of activities in the local community, such as visits to the beach, are supporting children's understanding of the world. A new system of observation, assessment and planning has recently been implemented, however, this is not yet fully embedded. Therefore, precise assessments, used to plan targeted learning for children which support the best possible progress in readiness for school, are not in place. The sharing of learning records and daily feedback ensures parents are involved in their children's learning.

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

Children's emotional well-being is given high priority. Behaviour is good and children demonstrate strong interpersonal skills and self-esteem. Children confidently select their own toys and manage their own needs relative to their age. For example, older children put on their own shoes and socks. Caring relationships with key persons provide a secure base from which children learn and develop independence. Good systems are in place to support children emotionally for the move to school. They join in with school events and attend the lunch club in the school hall. Good use of a buddy system helps children starting at the setting to become confident. Children have regular opportunities to be active and engage in physical play. Snack times are used to learn about healthy eating and children are offered a good range of healthy snacks to develop their tastes. This helps them to start to value a healthy lifestyle.

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

Staff are well qualified. However, a lack of regular professional development means not all areas of the Early Years Foundation Stage requirements have been fully understood and implemented. For example, on entry assessments of children are not consistently completed, making it hard to monitor and track children's progress. While monitoring gives an overview of children's abilities, it is not robust enough to ensure children make the best possible progress. Furthermore, links with other settings where children attend are variable. This means that not all relevant information about children's learning is shared to maximise children's continuity of learning. Good recruitment and induction procedures ensure the staff working with the children are suitable. Systems for performance management, such as supervision and team meetings are in place. Self-evaluation provides an accurate overview of the setting. Parents value the service the setting provides and are kept well informed through regular newsletters.

Setting details

Unique reference number	251615
Local authority	Suffolk
Inspection number	866557
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	30
Name of provider	Rosebuds Pre School Committee
Date of previous inspection	19 January 2012
Telephone number	01502 723137 School

Rosebuds Preschool was registered in 1995 and is managed by a committee of parents. The pre-school employs five members of staff. Of these, two hold appropriate early years qualifications at level 3. The pre-school opens during term time. Sessions are from 9am until 12 noon and 12.30pm to 3pm. A lunch session runs between 12 noon to 12.30pm. The pre-school provides funded early education for three- and four-year-old children.

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