

Rolleston Pre - School Playgroup

Inspection report for early years provision

Unique Reference Number	218214
Inspection date	22 June 2007
Inspector	Sally Ann Smith
Setting Address	School Lane, Rolleston-on-Dove, Burton-on-Trent, Staffordshire, DE13 9AQ
Telephone number	01283 239209
E-mail	
Registered person	ROLLESTON PRE - SCHOOL COMMITTEE
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Rolleston Pre-School opened in 1992. It operates from a mobile classroom in the grounds of John of Rolleston Primary School near Burton-On-Trent. There is a fully enclosed garden available for outside play. A maximum of 24 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Sessions are from 09:00 to 11:45 and 12:45 to 15:15.

There are currently 61 children aged between two years and five years on roll. Of these, 50 children receive funding for nursery education. The pre-school supports a number of children with learning difficulties and/or disabilities and who speak English as a second language.

There are seven permanent staff who work with the children, six of whom have early years qualifications. One member of staff is working towards an early years qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children demonstrate a very good awareness of appropriate hygiene routines, washing their hands before eating snacks. Children walk over to the basin and automatically roll their sleeves up in the process so that they do not get wet. They know where to access tissues should they need to wipe their nose. Children know that it is important to brush their teeth because 'if we do not our teeth will fall out'. Children when in the toilet see pictorial reminders to wash their hands. When playing in the role play area and on the computer children recognise people who make them better when they are ill such as a doctor or nurse. Staff implement effective and consistent hygiene procedures such as disinfecting table tops and food preparation areas. When preparing snacks, staff wear aprons and ensure that if their hair is long it is tied up. Staff are fully conversant with communicable and notifiable diseases and the necessary responses. All the relevant procedures are in place for accidents, medication and emergencies requiring hospitalisation. The pre-school ensure that two members of staff are on duty who are first aid trained. Staff have also received training in the use of epi-pens and 'fits'. This helps to promote the health and well-being of children.

Children are provided with a varied range of snacks which are healthy and nutritious. This generally consists of a selection of fruit and something carbohydrate such as crackers, breadsticks or noodles. Children can not eat the fruit fast enough particularly grapes which leave the bowls at a rapid rate of knots. Children have a choice of water or milk to accompany their snack and can independently access water throughout the session from the water dispenser. Once they have finished with their cup they place it in a bowl to be washed. Snack-times are sociable occasions where children and staff sit together and discuss the merits of a healthy diet. For example, they talk about whether crisps and chocolate are good or bad for their diet.

Children are engaged in a variety of healthy exercise and benefit from a 'free flow' system where they can choose to play inside or outside, depending on the weather. Indoor activities are replicated outside and children enjoy using their imagination as they play board games or make marks at the writing table. They tend to the garden digging, weeding and caring for the plants and herbs they grow. Children have access to a wealth of resources to promote their physical skills. Peddle pushers enable children to develop their skills in moving forwards and backwards. Children carefully pull themselves up the ramp on the climbing frame using ropes as an aid. They practise their balancing and agility skills as they confidently negotiate obstacle courses, moving over, under or around equipment. Children giggle and squeal with delight when playing with the parachute particularly when running underneath or thrusting the parachute high in the air. Music and movement sessions are a common feature of children's physical play and 'Sticky kids' an exercise tape generates a great deal of excitement. A particular favourite is the 'funky monkey' where children have fun as they make monkey gestures and swing their arms really high and then low.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is paramount and staff implement effective procedures to ensure that safety is a priority in all areas of children's care. Access to the pre-school is closely monitored and all visitors are requested to produce identification and sign the visitors book prior to entering the building. The room is very vibrant and inviting, inspiring children to be stimulated and have

fun. Lots of visual displays of children's work creates a sense of belonging and children have access to a good range of quality toys and resources. Effective risk assessments ensure that toys, equipment and all areas used by the children are safe for their use. Appropriate action is taken to reduce any potential hazard so that children's safety is not compromised. Whilst space is quite limited it is well-organised to enable children to move freely and safely between activities.

Children learn how to stay safe through a range of planned activities and games. Children learn how to handle screwdrivers and hammers closely supervised by staff. Children move around the room calmly and sensibly understanding that if they run they may hurt themselves. Children deftly use staplers taking care to staple paper together. They learn how to handle knives when chopping up fruit or making sandwiches. When out and about in the village children learn how to stay safe as a pedestrian. They also discuss stranger danger and what to do should they get lost. Effective policies and procedures are in place to ensure that children are safe and well cared for and staff demonstrate a good understanding of their implementation.

Staff's knowledge and understanding of child protection procedures is good and they are very aware of the signs and symptoms of abuse. They recognise the importance in ensuring that concerns are reported to the relevant agencies. This means children are well protected from harm. Staff are familiar with appropriate procedures and good practice to prevent allegations of abuse being made against themselves. A comprehensive written child protection policy is in place to support staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the nursery enthusiastically and know the routine well. They select their name cards and post them in the box before selecting an activity of choice. Children are provided with a range of activities that effectively promote all aspects of their development. Staff encourage the children to be interested in what they are doing and motivated to learn. Children develop their imagination and this often arises from everyday play and routines. For example, after children have played with musical instruments they decide to make their own guitars. Whilst deciding on the design for their instrument they also respond well to the help and guidance from staff to support, develop and consolidate their learning. Staff plan a good range of activities for younger children to incorporate the 'Birth to three matters' framework.

Nursery education

The quality of teaching and learning is good. Staff demonstrate a sound understanding of the Foundation Stage and implement this effectively by providing a range of activities to cover the six areas of learning. They understand that all aspects of learning for children is interrelated. For example, when children are in the writing area staff also focus and ask questions related to mathematical concepts or knowledge and understanding of the world. They talk about the animals they have drawn, compare sizes and talk about their habitats. Staff listen to children taking great interest in everything they say and do. They ask open-ended questions about what the children are doing and why to ensure that children's vocabulary and learning is extended. Staff make good use of their time so that it is spent either playing or working directly with the children. Regular opportunities are incorporated into the curriculum planning for children to revisit a stepping stone to ensure children have competence in this area. Staff regularly ask children to recall events, topics they have been doing or stories to consolidate their learning. Observations are used to complete profiles for each child to assess what they can do and identify

areas for development. Staff know the children well and all activities are aimed to meet individual children's needs and adapted accordingly so that children get the most out of them.

Children confidently choose from the activities available and initiate their own play. They enjoy being able to make choices particularly whether they wish to play inside or outside. Children enjoy sitting outside and playing board games or mark making at the writing table. Children confidently express their feelings and make it quite clear if they do not like something. At snack-time for example, children state which fruit they like or dislike. They listen to stories intently which develop their awareness of other peoples differences and feelings. For example, they discuss the moral behind the story of the 'fluffy hedgehog and prickly bird' and because they are different initially they have no friends. Children think this is sad but are happy when the animals are accepted by the other animals at the end of the story.

Children recognise their names and older or more able children are encouraged to recognise their surname. They regularly attempt to write their names whenever they complete a piece of art or creative work and access the writing area independently. Role play encourages children to attempt writing in a variety of different ways such making lists, appointments or invitations. This often develops spontaneously through children's play. For example, children decide to have a 'party' and discuss with a member of staff what they need. They decide on a clown so look in the yellow pages. They recognise that clown begins with 'c' and with help flick through the pages until a list of clowns are found. Children also decide they need to write party invitations. Captions and labels help to develop children's awareness of letters and words in their surroundings. Children sit and talk about the alphabet. A member of staff says 'A to Z what's that all about?' As a result children learn that letters are used to form words and for reading and writing. Children make good use of the book area accessing books independently. They hold the books correctly and turn the pages as they 'read' to themselves. Some children share books with each other. Children know that the author writes the book and the illustrator draws the pictures and through listening to the title are asked to think what the book might be about. Children are asked 'does the fluffy hedgehog and prickly bird sound different?' Children talk about this before listening to the story and the message it sends.

At registration, children count how many children are present and differentiate between boys and girls before adding the numbers together. At snack-time children count the numbers of cups at the table. A leader is selected for each table and they count how many children can sit at their table including themselves. Children enjoy singing songs such as 'Five currant buns' which introduce them to the concept of counting back as they calculate how many are left. Children say 'there are three pennies left' and are told by a member of staff 'well that's good because how many buns are left?' Regular activities are used to develop children's awareness of simple number operations in addition and subtraction, for example, grouping objects into size and colour.

Children are introduced to a range of topics that help to develop their awareness of their environment and the world in which they live. They grow their own fruit and herbs in the garden and learn how to tend to these. Children learn about how people live and different types of houses. They learn that people in Uganda live in houses made from sticks whilst in Mongolia people live in tents covered with animal skins. Some Romany families live in caravans. Children make observations of buildings in their environment and compare these. They look and explore the differences between a house and a bungalow, a thatched and a tiled roof. Children talk about the care of pets and learn that they need food, water and exercise. They talk about a tortoise being ninety years old and how he can still move quite fast. They learn about what the tortoise likes to eat and about hibernation.

Children use a variety of different materials, painting and printing techniques to develop their creativity and imagination. They thoroughly enjoy mark making in shaving foam. Children enjoy building and model making using recyclable materials. They attempt to play and experiment with a variety of musical instruments and listen to the different sounds they make. They attempt to tap out sounds imitating staff. Children enjoy making their own musical instruments and form a band. Regular music and movement encourages children to move their bodies in a variety of different ways. Children enjoy all areas of their play.

Helping children make a positive contribution

The provision is good.

Children and parents are made very welcome to the pre-school and time is taken by staff to greet everyone individually. Arrangements for settling in are flexible to enable children to feel secure in their new environment. Staff liaise closely with parents to ensure that the individual needs of children are met. They organise and provide resources that maintain all children's interest and provide many opportunities for children to initiate their own play. For example, children play with musical instruments and then decide they want to make their own. They go to the craft table and using various recyclable materials make guitars. Staff provide help and support but very much encourage the children to develop and make decisions for themselves.

Children's spiritual, moral, social and cultural development is fostered. They are very well behaved and know the routine well. As the bell is rung children stop and listen, instantly knowing that it is time to tidy up. They all help to put the resources away and then sit on the mat with a book until everyone has finished. They take turns when playing with toys and listen to each other when speaking in a large group. They learn to be sensitive towards each others feelings. Staff create a calm atmosphere where there are no raised voices. Any disputes are resolved through explanation and discussion. Children develop a good awareness of the world around them and play with a range of resources to support this area of learning. Children play with woks, rice bowls and chopsticks in the kitchen and in the art and craft area have access to various skin tone paints. Children see dual-language books and positive images of race, culture, gender and disability. Children are beginning to develop an awareness of different festivals and celebrations but these are quite limited. However, they explore how Christmas is celebrated around the world and have Spanish and French themed weeks. At registration they learn to say 'Ola' and 'Bonjour' when answering their name. Staff enlist the help and support of parents to talk about culture and share artefacts with the children. Children learn to respect and value people who are different from themselves and children with learning and/or disabilities are treated with equal concern and respect.

The partnerships with parents and carers are good. There is a two-way flow of information and knowledge which has a positive impact on children's learning. Staff are very aware of the importance in acknowledging that parents play an integral part in their child's learning. Therefore time is spent gathering information from parents to complete children's development profiles to plan for this. Profiles are shared with parents during the term as they talk about their child's progress and achievements. In addition evenings are arranged where parents have appointments with staff to discuss their child's learning. A rolling slide show on the computer and a video enable parents to see children at play and the wide range of activities they experience. An information booklet informs them of policies and procedures and an overview of the six areas of learning for the Foundation Stage. Planning for both 'Birth to three matters' framework and the Foundation Stage are displayed for parents' perusal. The notice board informs parents of weekly themes. However, as yet there are no systems in place for staff to share ideas as to how parents can support their child's learning at home.

Organisation

The organisation is good.

Children clearly enjoy their time at pre-school as they play and learn in a welcoming and well-organised environment. The children spend their time absorbed and interested in all aspects of their play and all activities are planned to maximise learning opportunities. Staff work well together and are committed and professional in all areas of their work ensuring that children benefit in all areas of development. They are clear of their roles and responsibilities and deploy themselves effectively to ensure that children are happy and settled. They plan their time well spending most of it working directly with children. Staff have a good understanding of the setting's policies and procedures and implement these effectively.

Leadership and management is good. The manager is very effective in ensuring that staff feel valued and included in all aspects of curriculum planning. Weekly meetings enable staff to plan for children's play and learning and share good practice. Staff discuss and contribute ideas for children's learning so that the activities are stimulating, fun and adapted accordingly to meet the needs of all children. The manager encourages regular discussion, often on a daily basis to evaluate the success in delivering activities to maximise learning potential for children. Any necessary improvements or adjustments are made to inform future planning. Staff are encouraged to improve all areas of their practice and regularly attend any relevant training to update their knowledge. Through appraisals and monitoring practice the manager ensures that staff are able to effectively implement the curriculum requirements. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the pre-school were required to ensure that children's arrival and departure is recorded. A daily register is now maintained for children to record their attendance. A separate record is maintained to record children's arrival and departure times and this is completed by parents. At the last inspection for nursery education the pre-school were required to improve staff's knowledge in developing children's progress in music and movement. Staff have attended various courses to incorporate music and movement into the sessions and this is now an integral part of the curriculum.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a copy of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- increase further planned activities to explore different cultural festivals and celebrations (also applies to nursery education)

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve further the systems to share ideas so that parents can support their child's learning at home.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk