

# The Round House Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY398502
<b>Inspection date</b>	26/02/2010
<b>Inspector</b>	Robert Greatrex

<b>Setting address</b>	The Round House Community Primary School, School Drive, ST. NEOTS, Cambridgeshire, PE19 6AW
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

The Round House Pre-School opened in November 2009 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register for a maximum of 49 children under 8 years; of these, not more than 26 may be in the early years age group, and of these, none may be under 2 years of age, 20 of the 34 children currently on roll receive funding for nursery education. The pre-school is run by the Pre-School Learning Alliance. It operates from two classrooms in the Round House Community Primary School five days a week during school term times. Sessions are from 9.00am until 3.00pm. The after school club operates from 3.00pm to 6.00pm. The pre-school can support children with learning difficulties and/or disabilities and those who speak English as an additional language. All children have access to a secure enclosed outdoor play area. All four staff have early years qualifications. The pre-school also receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

A great deal has been achieved in a very short time in this fully inclusive pre-school so that children's development is good and they have already become a close knit group. Staff, too, have gelled into an effective team. Safeguarding is good, one of the many areas where the pre-school gains from the experience and expertise of the Pre-School Learning Alliance. Self evaluation is good. Although, very new, the pre-school has action plans that clearly show what is in place now and planned future developments.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop outdoor provision so that it is fit for purpose
- develop the use of questioning particularly to extend children's thinking.

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

The pre-school is well led and managed. Policies and procedures are clear and thorough so staff already know their roles and fulfil them well. Very good mentoring helps staff to assess what they know and where they need to develop so they continually become more effective. Although, open only months, important aspects of the pre-school have been evaluated and appropriate action plans drawn up.

Safeguarding is seen as paramount so checks are fully in place. Clear systems at the start and end of sessions ensure children's safety. Risk assessments are

thorough and everything that should be checked daily is appropriately scrutinised. Staff have good first aid knowledge and are very aware of health and safety in all aspects of the pre-school.

Resources are used very efficiently. The Pre-School Learning Alliance supports staff well with a wealth of experience so that the pre-school provision is good. Children benefit from carefully chosen equipment that enhances their learning. Because the pre-school is so new, some of the provision and equipment is still limited. The outdoors, for example, has insufficient cover to allow the full range of activities to be accessible in all weathers.

The pre-school believes every child is unique and this strong approach to equality and diversity is embedded in everything they do. Different cultures and faiths are celebrated in many everyday ways so children's understanding is enhanced. Activities about Chinese New Year, for example, includes the use of chop sticks to eat noodles at snack time.

Partnerships are developing well, although, largely still in the planning stage because the pre-school is so new. Plans to link with the school are very good and include visits from staff. Pre-school children have already visited the school and so are becoming more aware of their physical surroundings. The staff work very closely with central office staff from the Pre-School Learning Alliance and this is beneficial in a wide range of areas, from staff development to choosing the right resources. Links with local agencies ensure support is available when needed.

Partnerships with parents are already strong and growing. Parents say that staff make them feel welcome and are comfortable asking any question or raising any concerns, which are then resolved immediately. Regular meeting with parents enable staff to share children's achievements and any concerns they may have. Children do well partly because staff and parents work closely together, so learning at pre-school is extended and consolidated at home and vice versa. Newsletters include planned activities so parents know about their children's time at pre-school. Parents bring examples of children's accomplishments to share with the staff, who subsequently build opportunities to extend this into their planning. A recently started forum of parents offers opportunities to plan the pre-school's future together.

The pre-school meets children's needs well because planning is thorough and starts from the children's interests. When children notice and remark upon something, such as the bulbs appearing in the garden, the staff then build this interest into their subsequent planning so that activities are real and relevant to the children. Staff give strong focus to observation and are skilled at making useful assessments of children's achievements so as to plan the next steps in their learning. The staff generally use questions effectively to encourage children to think and talk, but some opportunities to do this are missed. When sessions end with short activities with the key worker, for example, some groups are a hive of activity with staff encouraging and prompting much thoughtful discussion that stimulates further thought and dialogue and plans for tomorrow. Children's development is particularly well extended at these times.

## **The quality and standards of the early years provision and outcomes for children**

Children achieve well because they have good attitudes towards learning. Although, the pre-school is relatively new, children know what is expected because structure and routine has already been established. Parents state that their children are very happy at pre-school. They felt that the new provision was potentially daunting for their children, but that staff worked hard and quickly established warm, positive relationships and an ethos in which children can thrive. Consequently their children are confident and keen to come, a typical comment from a parent, 'he nearly pulls my arm off he is so impatient to get here'. As soon as they arrive, children quickly settle and become engrossed in the interesting activities available to them. They persevere and sustain interest, partly because tasks are worthwhile and offer opportunities to extend. Parents state that progress is good, particularly in basic skills because provision is strong. For example, nearly every activity has opportunities for mark making.

Children have an excellent awareness of safety. They know they are safe because they see how well staff look after them. Any bump is quickly and appropriately handled and the parents are then informed. Children are regularly reminded of safety rules and why they are needed. The staff use opportunities, such as when children are putting equipment together to balance on, to raise awareness of the need to make sure equipment is stable and why this is important. Consequently, parents state that their children's awareness of safety is excellent and that they will themselves say, 'be careful mummy' and explain why. The staff involve outside visitors, such as the community police officer, so children's understanding is reinforced.

Children have a good understanding of how to stay healthy. Games and snack time are used well by staff to discuss healthy food and the importance of a balanced diet. Staff ensure hands are washed and explain why this is important.

Children persevere, achieve well and make a positive contribution partly because they have very good opportunities to select equipment and pursue their interests. Children play very well together and have already formed a harmonious group, despite this being a new setting. They enjoy each other's company, for example, when role playing as doctors collaborating and discussing an illness. The staff use praise to build children's confidence when they are doing the right thing. Children join in games well, respect the rules already established and quickly become part of the group. Parents are particularly impressed at their children's progress in social development, so they take turns and are learning that they cannot always win. The staff develop this very effectively, for example, limiting access to popular equipment so that some children have to wait for a turn. By using timers to limit turns and giving children the independence and confidence to turn the timer over and tell this to the child using the equipment, they demonstrate fairness and equality. Children willingly help clear away and know to hang their aprons up after use. They spontaneously help one another, for example, when putting a coat on.

This shows children are beginning to learn skills for the future very well because

they are asked about their views of the snacks they eat and they see how their views can make a difference. Children's independence is outstanding because the staff encourage and challenge children to think and act for themselves. They self register at the start of the session and record when they have had their snack. Equipment supports their learning very well, for example age appropriate knives enable them to cut their own fruit. The staff have high expectations that children will do many everyday things for themselves.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met