

Rolleston Pre - School Playgroup

Inspection report for early years provision

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| Unique reference number | 218214 |
| Inspection date | 11/06/2010 |
| Inspector | Elaine Poulton |
| Setting address | School Lane, Rolleston-on-Dove, Burton-on-Trent, Staffordshire, DE13 9AQ |
| Telephone number | 01283 239209 |
| Email | |
| Type of setting | 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

Rolleston Pre - School Playgroup 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. The setting has a ramp access.

A maximum of 24 children may attend the pre-school at any one time. There are currently 64 children in the early years age group on roll. This setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school supports a number of children with learning difficulties and/or disabilities and who speak English as a second language. The pre-school opens five days a week during school term times only. Sessions are from 9:00am to 11:30am and 12:45pm to 3:15pm.

There are seven permanent staff who work directly with the children, all seven have appropriate early years qualifications. The setting is managed a member of staff with Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most children are making very good progress in their learning and development because they are supported by an experienced and professional staff team. Staff plan an extensive and challenging range of play activities to ensure overall, children's welfare and learning is successfully promoted. Members of staff work exceptionally well together to create a stimulating and inclusive environment where all children are settled and happy. There is a strong emphasis on identifying children's individual needs and working cohesively with parents and other professionals to support each child in reaching their full potential. The staff team strive to make continual improvements focussed on improving the learning environment and in turn the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the links with other services and providers who are involved in the delivery of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The child protection procedures for safeguarding children in the pre-school setting are good. The designated member of staff for child protection is confident to

report concerns following the Local Safeguarding Children Board guidelines. Staff access child protection training and each member of the staff team demonstrates a sound understanding of the robust safeguarding processes in place. Staff recruitment and selection is stringent with a full range of clearances undertaken. There is a written risk assessment in place, which is fully effective in identifying and minimising all hazards to children. All staff hold current paediatric first aid certificates. Children are well supervised when playing outdoors and additional daily routine checks are carried out before they go outside to play. There are also a wide range of written parental permissions and consent forms in place. This helps to promote the care, welfare and safety of all children.

Staff demonstrate a commitment to the same good practice principles. They are supported in identifying training needs and encouraged to attend training events via the management team. As a result, staff introduce new ways of working. For example, the introduction of the key-person system to enhance the staff's knowledge of the individual child; the installation of a 'parents notice board' to share information; the implementation of an open day on Saturday to ensure all parents have a greater opportunity to access information about their child's care, learning and development and also an initiative to involve and consult parents more thoroughly through a 'quality audit' questionnaire. All of these measures have a positive impact on children's developmental and progress.

Engagement with parents and carers is good. Each child and their family are valued by the pre-school staff team. Children have individual 'learning journeys' and a wealth of information is shared with parents to insure their child's individual needs are met. For example, a 'magic moments' communication book enables parents to share their child's achievements and for the setting to add any information or note any comments. There is also a 'teddy bear diary' which is another way the setting makes useful links from home to pre-school. Staff give regular verbal feedback to parents at the end of the child's session. This helps children enjoy their time in the pre-school setting.

Partnerships with others involved in children's all round learning and development are generally good. There are open and respectful relationships fostered with other professionals as and when the need arises, to meet individual needs and support each child's early years learning experiences. The setting has implementing a system to work closely with other profession bodies involved in the delivery of the foundation stage. For example, by supporting children's personal, social and emotional development skills with planned all year round visits to the reception class. These visits sometimes take the form of an enjoyable social lunch-time session whereby children meet up with older school children as well as the nursery and infant teachers. This favourably promotes the transition from the pre-school into school life.

The setting has the capacity to improve and has met fully the two recommendations from the last inspection. The self-evaluation process is developing well and identifies key priorities for continued improvement. For example, these issues revolve around involving parents even more in the life of the group; further developing partnerships with others and ensuring the management committee are fully aware of their roles and responsibilities. The manager and the

staff share a clear vision for the future of the pre-school. For example, staff are excited about the planned 'new build' and plan to develop further the 'free-flow' system from the indoor to the outdoor learning environment. They are also planning to welcome 'other specialists' to the group. For example, a Reggio Emilia practitioner with expertise that can be shared amongst the staff team to benefit the children's learning. Plans are in place to extend the provision to include a wheelchair access toilet. This positive and commendable professional attitude to self-assessment assists the setting to continually explore ways to drive improvement and quality of the service they provide to children and their families.

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

Most children are making very good progress towards the early learning goals. This is because staff know the children and their families exceptionally well. The key-person system allows extensive background information to be shared and discussed with parents and carers in order to build a clear picture of each child's needs and individual interests. Where additional needs are identified, staff explore various strategies to include every child. Children's individual Early Years Foundation Stage profiles are used with great success to plan activities to enrich the child's time spent at the pre-school. There is an effective system in place to observe and assess children's learning and development and to monitor and evaluate the effectiveness of the activities provided. These systems accurately chart children's progress and next steps towards the early learning goals.

The setting has a wide range of equipment which reflects diversity and all children are encouraged to make choices and decisions. Staff skilfully engage with the children by talking to them. Communication skills are promoted well and children can recognise letters and numbers and some words. They listen carefully and can recall sequences and event in a story. They excitedly talk about the 'world cup' and how their 'dads have flags on the cars'. They notice if the story book is the right way round and point out that the bar code is on the back cover. Children are developing their independence skills. For example, children set the table at snack time, pour their own drinks, wash and dry their hands and manage their clothing at home-time. Staff raise children's awareness of safety and discuss basic rules prior to an activity taking place. For example, they know the amount of children allowed outdoors at any one time through using a numbered ball system. These systems work effectively and encourage children to behave in ways that are safe for themselves and others.

Staff are highly effective in encouraging children to learn more about the environment and the natural world around them. For example, through their own garden area. Children are helped to develop an appreciation for growing things and caring for the environment. Their learning opportunities are further enhanced through a healthy eating theme which gives them hands-on experience and the opportunity to plant, care for and then taste different vegetables. They observe and explore a range of creatures and mini-beasts such as stick insects. They watch, discuss and monitor the changes caterpillars and tadpoles go through. Children are able to move freely between activities indoors and outdoors. They

enjoy playing side-by-side with their peers and alongside the pre-school staff. This helps children to become eager and active learners.

Behaviour is managed effectively. Staff are consistent and fair when encouraging children to share, take turns and children work together cooperatively. Children's independence and self-esteem are developed through staff consistently praising them and by being positive role models. Group times are used to give children opportunities to talk and express themselves and to discuss issues and feelings. For example, they listen to the sound a musical instrument makes and are then asked what movement they would like to make to that sound. They work cooperatively in small groups when designing and building a train. They are encouraged to respect each other and to consider differences and similarities. They take part in a 'shoe-box appeal' and understand that the items inside go to "children who have less" than themselves. These learning opportunities and experiences help to build a sense of citizenship. Children identified with additional needs are supported by their key-person who liaises closely with parents and professionals to ensure the child reaches their full potential.

Children's health and well-being is fully supported by the clear routines they follow with familiarity. They access a wide range of outdoor physical play activities and take fresh air every day. Staff promote, inform and encourage healthy eating and they praise children who choose to eat healthily. The children learn through a range of activities about healthy lifestyles. For example, they have themed food tasting events to introduce nutritious foods. Children have made vegetable soup, gnocchi and fruit smoothies. These activities have widened the children's experiences of healthy eating.

Space within the setting is used effectively indoors and outdoors. Children can choose their favourite activity such as imaginative role play, inside a camping tent or playing outdoors in a den made with blankets and cushions. They sculpt and manipulate clay with a varied range of tools. They enjoy table top and floor play with small world resources such as cars and farm animals. They learn computer and mouse skills well and are able to use the printer successfully to print off pictures they have created. All of which help children develop skills for the future.

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

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

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| 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