

Two Mile Ash Pre-School

Inspection report for early years provision

Unique Reference Number	141825
Inspection date	13 February 2008
Inspector	Maxine Coulson
Setting Address	The High Street, Two Mile Ash, Milton Keynes, Buckinghamshire, MK8 8LH
Telephone number	01908 562455
E-mail	ofsted@tmapreschool.org
Registered person	Two Mile Ash Pre-School
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?

Two Mile Ash Pre-School registered in 1982. It operates from the community annexe next to the local middle school in Two Mile Ash, Milton Keynes. The premises comprise of a large hall and entrance area with an enclosed outside play area. A maximum of 31 children may attend at any one time. The pre-school is open, term time only, Monday to Friday from 09.15 to 11.45 and Tuesday and Friday from 12.30 to 14.45. An extended session is held on a Thursday during the spring term from 12.00 to 13.15, exclusively for children starting school the following September.

There are currently 53 children aged from two to under five years on roll. Of these, 38 children receive funding for nursery education. Children come from the local and surrounding areas. The pre-school supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The pre-school employs eight members of staff, all with a range of relevant Early Years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Hygiene practices are well-established and appropriate. All children are familiar with the need to wash their hands regularly, and follow appropriate practices. Children's good health and well-being is generally effectively promoted in the setting, although the lack of access to tissues means children have runny noses that are not wiped and could cause cross infection. There are good procedures for caring for children who may become ill. Staff have current first aid qualifications which enable them to deal quickly and appropriately with any accidents.

Children explore, test and develop physical control in daily indoor and outdoor experiences. They are beginning to develop their awareness of space, themselves and of others. They enjoy varied opportunities to experience fresh air on a daily basis because the pre-school plan activities that enable the children to develop their confidence on a range of equipment. They are skilled at using a variety of small equipment to promote co-ordination skills.

Children have their individual dietary needs met because staff are vigilant in recording any special requirements. They sit together at the table during snack time and are beginning to develop their social skills as they chat to one other. Children are learning to express their needs and are beginning to meet those needs independently, for example, when they access drinks unaided as they recognise they are thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play happily and are well cared for in a bright, clean environment. The organisation of space ensures the children have sufficient room to move in safety and comfort. There are separate areas for quiet activities, such as looking at books, although these are seldom used. For physical play, the children have access to a suitable outdoor play area where they can use safe and appropriate equipment.

The children's risk of accidental injury is minimised, because the environment is suitable for its use. The setting has effective safety and security precautions. Regular risk assessments are carried out on the toys, equipment, premises and also for all outings. This ensures the children are kept safe. The children's understanding of safety procedures is further enhanced by the emergency evacuation drills, which are carried out regularly.

The children are well protected, as the child protection procedures are robust, all necessary documentation is available and staff are fully aware of procedures to follow. They take into consideration guidelines for the Local Safeguarding Children's Board and their policy includes the action that would be taken should an allegation be made about a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

As all children eagerly enter the welcoming environment, they are greeted warmly and helped to settle by the staff, who are sensitive towards their individual needs. Children are given opportunities to play independently and with their peers. Close and caring relationships between the staff and the children help them to develop a strong sense of self. Children play confidently

with a good range of toys and imaginative materials. They enjoy each other's company and make up games together, while at other times children choose to play independently. Older children are actively engaged, enjoy their play and show an interest in what they do; they ask questions, use initiative and communicate well, talking to adults with confidence and involving them in their play. However, children under the age of three do not fully engage in purposeful play, as activities and toys are not always appropriate to their abilities. This means they sometimes become bored and disruptive. Children are learning to distinguish between right and wrong, for example following rules, taking turns and sharing.

Nursery Education

The quality of teaching and learning is good. Staff have a good awareness of the foundation stage and how the stepping stones encourage children to work towards the early learning goals. They have a clear awareness of how to assess the children and their abilities and plan activities accordingly. Staff consistently make observations on all children, not just on key children. They talk to the children during their free play and focussed activities to assess their abilities, set them new challenges and to plan their next steps of learning. For example, the older and more able children who confidently identify shapes, such as, triangle, circle and square, are challenged to learn hexagon, diamond, and rectangle. This means children are continually learning at their own pace and abilities. Planning links well to the Foundation stage and shows that activities are covering all areas of learning. Children are progressing well, and developing confidence, knowledge and skills.

Children are beginning to develop a sense of time and place as they talk about what happens when they are away from the nursery. They are confident in selecting activities and toys and assume responsibility for personal care, such as, needing the toilet or knowing when they are thirsty and helping themselves to water. Children show a sense of belonging as they confidently greet each other and the staff on arrival. Children communicate well and are eager to answer questions and join in discussions. They are developing an interest in their wider community. For example, through walks to their local shops or park.

Children are good listeners and communicators. They thoroughly enjoy listening to stories in a group, however, the lack of comfortable seating in the book corner means children rarely use this area to explore books on their own. Children are encouraged to talk about their families and past events. They have opportunities to develop their mathematical thinking through everyday routines. For example, each key group of children have their own colour and shape and they learn to independently identify their group. Mathematical language for calculation is also fully used to extend children's learning, for example, counting how many children are present during registration time shows how they count confidently to 20 and beyond. Children are developing their recognition of numbers and are beginning to form the letters of their names as they write them on their pieces of art work, for example. They are gaining good levels of hand/eye co-ordination through activities that allow them to use tools and smaller pieces of equipment, such as, scissors and shape cutters. They confidently use pens and pencils to make marks and recreate simple patterns, such as, a circle, and they have regular access to a variety of equipment that include, telephones and tills that support their understanding of technology and how it works.

Children have many opportunities to find out about different festivals and cultural events through toys and resources that reflect diversity and positive images. Children have access to a variety of activities that help them develop their creative play. For example, blowing through straws to make bubble paintings or digging in the sand with scoops and forks. Children have

good imaginations which are encouraged in activities, such as, role play, for example, acting out what is familiar to them in the home corner or dressing up. Children have regular everyday opportunities to physical and/or outside play. They can ride on bikes and trundle toys, balance on scooters and develop co-ordination as they kick, throw and catch a variety of toys. As they play outside, they also learn about road safety as they participate in great imaginative play through the use of equipment, such as, road, 'lollipop' signs and zebra crossings. Children learn about rhythm and dance through stimulating musical instruments and activities, such as, singing time with familiar action songs and rhymes.

Helping children make a positive contribution

The provision is good.

Children are developing good self-esteem and a sense of self worth through staff knowing and meeting their individual needs well. They play well together and staff manage age appropriate disagreements in a sensitive way, which teaches children about right and wrong. Children are beginning to learn and understand the need to share. Children have regular access to a good range of activities and resources that help them learn about differing lifestyles and cultural events and celebrations. Toys and equipment reflect positive images and diversity. Children are learning to consider and value others through discussions and activities with their peers and staff.

The group fully support children with learning difficulties and/or disabilities. They are committed to putting good procedures in place that ensure children settle well and are wholly included. Children attend with English as an additional language and staff ensure children feel secure within the setting. Staff record the individual needs of all children. This information includes their dietary requirements, religion and health care information. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents of children who receive nursery education is good. Children benefit from the positive and friendly partnership staff have with parents. They receive a good amount of written information relating to the care element of the setting, including policies and procedures. The daily verbal sharing of information, regular newsletters and parents' notice board further help staff and parents work together to meet children's individual needs.

Organisation

The organisation is good.

The setting uses effective recruitment procedures, which ensure that staff are appropriately vetted and qualified. The staff are committed to their own improvement and development. They are willing to undertake relevant training to extend their knowledge and provide a richer experience for children. All policies and procedures are individual to the setting, robust and regularly updated. As a result, the children's continuity of care between home and the nursery is maintained.

Children enter confidently into a welcoming environment with good ratio of staff to ensure children are safe and secure. However, the deployment of staff and their allotted tasks, particularly during snack and singing time, means children are not always given appropriate attention. Staff share information with parents and keep clear up to date records to ensure all children receive consistent care and their individual needs are met.

Leadership and management for nursery education is good. The manager and the staff work very well together to ensure all children have the best available care. Staff use nursery education plans effectively to ensure children are making good progress along the stepping stones. Plans show how children are developing new skills and knowledge across all areas of learning. Staff make good, accurate observations and evaluations, and these are effectively used to plan the next steps of children's learning and development.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

As the last inspection the group were asked to consider developing a policy and procedure for the safe storage and administration of medication

The group now store all medication safely and securely, will only store long term medicines on site, such as, inhalers, and have a written policy in place with regards to the administration of medication. This ensures the continuing care, safety and welfare of the children.

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 record 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):

- ensure children have access to tissues to enable them to wipe their noses to help reduce the risk of cross infection
- ensure staff are deployed effectively throughout the session to ensure children are given appropriate attention at all times

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):

- create a more comfortable and inviting book area where children can relax and look at books for their own enjoyment

- ensure all activities and resources are appropriate to the ages and abilities of all children particularly children under the age of three years.

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