

# Mylor Bridge Pre-School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY261851
<b>Inspection date</b>	04 February 2008
<b>Inspector</b>	Nicola Jayne Pascoe

<b>Setting Address</b>	The School Room, Comfort Road, Mylor Bridge, Falmouth, Cornwall, TR11 5SE
<b>Telephone number</b>	07990 838139
<b>E-mail</b>	
<b>Registered person</b>	Mylor Bridge Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Mylor Pre-school was registered to provide day care in 1971. It operates from the newly refurbished chapel school room in Mylor village, near Penryn, in Cornwall. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 08:45 to 12:00 during term times only. All children share access to a secure enclosed outdoor play area.

There are currently 24 children aged from two to under five years on roll. Of these, 21 children receive funding for nursery education. Children come from the local catchment area. The pre-school currently supports children with learning difficulties, and also supports children who speak English as an additional language.

The pre-school employs eight members of staff. There are six members of staff who work directly with the children. Of these, all hold appropriate early years qualifications. There is one member of staff currently working towards a further qualification. The setting receives support from the local authority and Pre-school Learning Alliance (PLA).

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are developing a good awareness and understanding of the importance of maintaining their health. They benefit from the use of clean premises, resources and equipment. Staff are diligent in ensuring that tables are clean before children sit to eat their snack and children are aware of the importance of regular hand washing before they eat and after messy play. Children and staff discuss why these practices are important and how they impact positively on their health. There are appropriate procedures to ensure that sick or injured children are cared for sensitively. Staff have completed appropriate first aid training and an accident record is kept and shared with parents and carers. There are cushions available in comfortable areas of the play room to enable children to rest and relax if they are tired.

Children benefit from the recently reconstructed outdoor play area, where they enjoy daily physical exercise and fresh air. They wear all in one protective suits and waterproof boots to enable them to play outside in all weathers. Children delight in riding bikes, jumping in puddles, checking the growth of their fruit and vegetable plants, digging in the sand-pit and watering the garden plants. They make very good use of the outdoor area for learning, developing their physical skills and exploring the local environment. Children eat a healthy snack of fresh and dried fruits during the session, which they enjoy socially with their close friends. They receive sufficient quantities of food for their growing needs. Fresh drinking water is freely available throughout the session and children also receive milk at snack time.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a safe and secure environment. Adults follow comprehensive written risk assessments to carry out regular checks, which ensure that children's safety is maintained at all times. Children are supervised closely and as appropriate for their stage of development. The premises are kept locked during session times and visitors are monitored effectively. There are suitable procedures to ensure that children are released to authorised persons only. Children benefit from regular opportunities to practise emergency evacuation procedures with staff, to develop their confidence and familiarity. The indoor environment is well organised to provide areas in which children can safely manoeuvre around.

Children have use of age appropriate, safe and suitable toys, resources and equipment. Resources are stored attractively and safely at child height, on low storage units and in clearly labelled boxes. As a result, children can freely access items as and when they wish and increase their levels of independence. Children are safeguarded by adults who demonstrate confidence in their ability to identify, record and report and child protection concerns appropriately. Children are developing an awareness of maintaining their own safety through ongoing discussion with staff.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children benefit from the wide range of interesting and enjoyable activities provided. They are busy and occupied in self-chosen activities and are able to freely access resources to extend their play further as they wish. They play happily alone or in small groups, busying themselves

in either planned activities or self-initiated play. They share and take turns, chatter happily and interact with adults freely. They are generally self-assured and confident in their surroundings and are clearly familiar with the daily routine. They enjoy whole group time for discussion and story time.

Children participate in a carefully planned and well-balanced range of daily activities, which promote their overall learning and development. All children are fully included in all activities at their own level of ability. Adults provide high levels of support and encouragement to children, celebrating their achievements and engaging in cheerful banter. Children demonstrate high levels of independence as they freely select tools and materials, initiate role play and access the toilet facilities as and when they wish. Children cooperate and negotiate successfully to maintain harmonious play.

#### **Nursery Education.**

The quality of teaching and learning is good. Adults are knowledgeable and confident in their understanding of the Foundation Stage curriculum and use of the stepping stones, to support children's learning and development of skills. Staff record useful observations of children's achievements, but do not identify their individual 'next steps', in order to link them to future planned activities. Children are currently exploring 'machines' and are busy making helmets to wear in the 'space ship'. They have use of a good range of tools and materials, reference books and visual aids to support their learning. Children enjoy whole group story and discussion time, when they demonstrate good levels of concentration and confidence when joining in to share ideas. Children count, problem solve and subtract as part of the daily routine and enjoy number rhymes and songs. Children are competent users of the computer equipment, they benefit from a good range of resources and visual aids which promote a positive awareness of people's differences. They enjoy physical exercise indoors and out on a daily basis. Children particularly benefit from the stimulating outdoor play area where they can run, jump, ride bikes and enjoy fresh air in their all-weather protective suits and waterproof boots. They grow fruit and vegetables, use sand and water and develop their balancing skills. Children are very creative, using a vast range of materials and mediums to make their own ideas come to life. They are confident in their use of writing materials to make patterns, draw pictures and label their own work. Overall, children are making good levels of progress in all areas of learning.

#### **Helping children make a positive contribution**

The provision is good.

Children are happy, content and settled in the pre-school environment and familiar with the daily routine, which offers them a sense of security and an awareness of the passing of time. They have formed strong and trusting relationships with all adults. However, there is not yet an effective key worker system in place to provide children with continuity of care by a designated member of staff. Children are developing a good awareness and understanding of their own cultures and beliefs and those of others. Children with learning difficulties and children with English as an additional language are well supported by staff.

Children are well behaved, polite, kind and considerate to others. They follow the good examples set by adults and as a result are able to share, cooperate and negotiate successfully. Positive behaviour management strategies are used effectively to encourage children to work and play harmoniously. Children enjoy the responsibility of setting out and tidying away activities. They enjoy helping and assisting others. The partnership with parents and carers is good. An informative prospectus is available, a notice board is prominently displayed in the entrance

foyer and further information is displayed in the main play room. A comprehensive range of written policies and procedures are freely available. Staff actively share information at the beginning and end of each session. Parents and carers are welcomed into the pre-school and many willingly volunteer to help during session times. Social, moral, spiritual and cultural development is fostered.

## **Organisation**

The organisation is good.

Children are cared for by a well qualified and experienced staff team. A staff appraisal system has recently been introduced to monitor and evaluate staff performance and to identify future training needs. Staff are committed to further training and development. They actively seek and welcome support and advice from early years professionals. Adults working with children are checked for suitability and visitors are monitored effectively. The pre-school is organised effectively to provide safe, secure and comfortable areas in which children can rest and play. Independence is promoted well through use of clearly labelled resources, individual coat pegs and freely accessible toilet facilities.

Children benefit from a familiar daily routine, which provides a broad and balanced range of activities which meets children's needs. Suitable contingency plans are in place to provide staff cover if required. The registration system accurately details the times of arrival and departure of children and staff and shows that high adult: child ratio's are met at all times. The leadership and management are good. The committee are fully involved and supportive. Staff work closely together to plan and deliver interesting sessions for the children attending. They have established a positive and valuable relationship with the school and as a result, children benefit from a smooth transition into the reception class. Documentation is stored securely, updated regularly and is shared appropriately with parents and carers. Confidentiality is respected and maintained and all records are readily available for inspection. Overall the setting meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the pre-school agreed to actively promote the recognition and inclusion of children with additional languages and extend the range of visual displays which depict the diverse range of people in the community. The staff now actively promote children's positive awareness and understanding of people's differences effectively through planned and free play activities. They support children with English as an additional language well. A good range of books and visual displays are available for the children to enjoy. As a result, children are developing a good understanding of their own cultures and beliefs and those of others.

The pre-school also agreed to group children appropriately to ensure that older more able children are sufficiently challenged and younger children are encouraged to integrate. Adults do demonstrate a good awareness of children's differing abilities and they work closely to support and encourage their development. However, there is no system in place to ensure that continuity of care is provided by a designated key worker.

## **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):

- develop an effective key worker system for all children, to ensure that their individual needs are identified, respected and met appropriately.

#### **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):

- ensure that children's individual assessment records identify appropriate 'next steps' which can be linked to future planned activities.

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](http://www.ofsted.gov.uk)