

# Mini Moo's Preschool

Inspection report for early years provision

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<b>Unique reference number</b>	EY360781
<b>Inspection date</b>	03/12/2008
<b>Inspector</b>	Stacey Sangster
<b>Setting address</b>	12 Hare Way, ST. LEONARDS-ON-SEA, East Sussex, TN37 7UG
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

## **Description of the setting**

Mini Moo's Preschool is privately owned and was registered in 2007. It operates from the converted ground floor of a house, situated in a residential area on the outskirts of Hastings and has level access into the property. The setting is registered on the Early Years Register and may offer care to up to 12 children from the age of two years until the end of the Early Years Foundation Stage. At the time of this inspection there are currently 26 children, aged from two to under five years, who are enrolled to attend the setting. The preschool is open each weekday from 07.00 to 18.00 for 49 weeks of the year. All children share access to a secure enclosed outdoor play area. The preschool employs two members of staff, and all, including the owner/manager hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

Children very much enjoy their time in this supportive inclusive environment. They are cared for in a happy busy atmosphere. Children are appropriately supported by well qualified and enthusiastic staff, as they engage in purposeful play which supports all areas of their learning and development. The setting are skilled at monitoring and evaluating their childcare practices and identify how to make improvements to enhance the care that children receive.

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

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

- ensure that children's full names are recorded in the medication records.
- ensure that the risk assessment record reflects more fully the good practices of the setting.
- continue to monitor the use of space, particularly after adding furnishings or equipment which impacts on the play space to ensure that the required space ratios are met for each child.

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

The owner/manager, provides strong leadership and has a clear vision of the aims and objectives of her setting. Providing an inclusive environment for all children is a primary aim of the pre-school. Staff are supportive of these aims and the team work very well together demonstrating a commitment to continually reviewing and improving the service that they offer. Although the setting is relatively new, it is evident that several of the systems, procedures and practices have already been updated and improved. A full review of documentation and record keeping has not yet been completed and a small number of issues were identified at inspection which weaken the effectiveness of the medication record and written risk assessment. The setting were confident they would have picked up on these minor issues during their next documentation review.

Staff are well qualified, have access to regular training and are committed to improving their knowledge and skills. Staff talk enthusiastically about courses that they have been on and are hoping to attend in the future. The owner understands how the ongoing training of the staffing will impact positively on improved outcomes for children. The children are safeguarded effectively by the policies and procedures in place. Staff recruitment is appropriate and ensures that adults are vetted before having unsupervised contact with children.

The setting work well in partnership with other agencies and have already established good working relationships with local health and safety professionals. The practical measures taken, and the risk assessments carried out are thorough and effectively used to identify risks and minimise hazards appropriately. The documentation relating to this does not accurately reflect the positive lengths that the setting currently go to, to achieve this. This reduces the effectiveness of the written information and could impact negatively on the children, if for example it was relied upon, as guidance, by new members of staff.

## **The quality and standards of the early years provision**

Staff are effective in supporting children to learn and develop at a pace which suits each individual child. Sensitive observation and assessment identify where children are in their learning and staff use the in-depth knowledge of the personalities and learning styles of the children to plan ways in which they can extend children's knowledge and motivate them during their self-selected play. This allows children to influence the learning environment, as staff are sufficiently skilled to be able to guide children towards a particular learning outcome identified for them, using any of the resources that the children have chosen to play with at that time. The environment is rich in good quality resources and equipment to support children in their learning and development. Children were observed to congregate more frequently in some areas of the main playroom, and they only used the area nearest the back door. This results in some minor overcrowding for short periods. Staff confirm that they monitor children and use the conservatory when numbers are high. Without the full floor space in the main room being properly utilised, there is a danger that children's experiences will be hampered if group sizes become too big.

Children are regularly guided to discuss their work, ideas and findings with others. Social occasions such as mealtimes are utilised to include discussions about what children have done in the morning and ideas for what they might explore and investigate in the afternoon. Mealtimes also provide children with good opportunities to learn about healthy eating and good hygiene practices. Meals served are nutritious, well balanced and support children's individual dietary needs. Hand washing is part of the mealtime routine and is discussed with children to support their developing knowledge about how to take growing personal responsibility, for reducing the risk of cross infection.

The welfare of the children is given high priority in this setting. Effective procedures are in place to help children behave in ways which are safe for

themselves and others, they receive gentle reminders and guidance to reinforce positive behaviour and the use of pictorial images to support discussions about what behaviour makes people happy and sad. Children develop skills to contribute to their future development and well-being. They are encouraged to be independent and supported by staff in a way which gives them the opportunity to try things for themselves. For example when children asked staff for help with putting on their coats, staff encouraged the children to try for themselves first. Staff give children information about what might be a potential barrier to their success (for example if their sleeves are inside out) and this ensures that they have a good chance of being able to complete tasks independently. This in turn builds children's confidence and encourages them to develop a 'have a go' attitude towards problem-solving and learning.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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.