

# Micklands Pre-School

Inspection report for early years provision

---

**Unique reference number** EY349432  
**Inspection date** 17/10/2008  
**Inspector** Claudia Padfield / Jenny Scarlett

**Setting address** C/O MICKLANDS PRIMARY SCHOOL, MICKLANDS ROAD  
CAVERSHAM, READING, BERKSHIRE, RG4 6LU  
**Telephone number** 01189 471 976  
**Email** laurahonan@sky.com  
**Type of setting** 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

## **Description of the setting**

Micklands Pre-school registered originally in 1971 and re-registered in 2007. The pre-school is on the Early Years Register. It is run by a parent committee and is a limited company. It operates from its own premises on Micklands school site in Caversham, and uses all of the building. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open every weekday from 08.00 to 09.00 for breakfast club, from 09.00 to 11.30 for morning session, from 11.30 to 12.30 for lunch club and 12.30 to 15.00pm for the afternoon session, Mondays to Wednesdays and Fridays, term time only. There is a fully enclosed outside play area for the children to use. There are currently 26 children on roll. The pre-school serves children from the local community. The setting has provision to support children with special needs and support children with English as an additional language. The setting employs seven staff, of whom two hold a level 3 qualification and two a level 2 childcare qualification.

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

The setting truly embraces every child who attends; children demonstrate high levels of confidence and an excitement to learn. This means they enjoy worthwhile experiences of the Early Years Foundation Stage and make excellent progress. Staff embrace the importance of the individual through meticulous planning from children's starting points. The consistent staff team, who actively attend training to inform their practice, demonstrate extremely high levels of commitment. This ensures children have a wonderful, exciting time. Due to the dedication and experience of the staff team children foster inquisitive minds and actively participate in all aspects of the setting.

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

To further improve the high quality early years provision the registered person should consider:

- continue to evaluate and review systems of assessment and share these with parents

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

The management and committee are very proactive in raising the quality within the setting and have high aspirations for promoting quality which is evident through on-going improvements. The manager adeptly reflects on practice, empowering the staff team to participate in and actively share the vision of the pre-school. As a result the staff team are committed and dedicated to their work. This promotes excellent outcomes for children.

Parental partnership is extremely valued and excellent communication through

many media is used to ensure the children's progression and continuity of care and learning remain paramount. The committee, staff and parents work in harmony to safeguard the children within the setting. Close links with agencies within the community promote complementary care. For example, the children's learning journeys are successfully shared to promote consistency.

The setting successfully endeavours to provide individually tailored care and learning for each child through exceptional team work. Through valuing the diversity of individuals and communities children receive a range of rich experiences. For example, the development of an information resource pack, policies and procedures are available in different languages, therefore fostering good communication. The key person approach helps to ensure that every child is included in the life of the setting. Staff and children share special moments as younger children use the camera to capture these and record them to share with family and friends. High priority is given to personal development which embraces the ethos of growing through learning.

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

The setting provides a vibrant atmosphere where children flourish; children exude confidence and engage staff in conversations about what they are doing. Children demonstrate high levels of care and consideration for others. For example, as a child becomes upset at lunch time other children offer comfort and support, patting the child on the back. Staff skilfully reinforce this as the children take the photographs during birthday celebrations. These are used effectively through displays to ensure children feel highly valued within the setting.

Staff pay exceptional attention to detail which ensures that all children receive high levels of support, care and attention. This is done through planning uniquely for every child. Observations are live and used at many levels; they are revisited by staff who skilfully reflect on the child's progress. As a result children initiate their own activities, such as ring games and imaginative play in the home corner. Children mix the liquid paint with corn flour and explore the patterns it makes, staff are confident in their ability and let children successfully explore their environment. Children are empowered to make decisions and staff value this. Different learning styles enable the children to move their learning across the setting. For example, moving to the garden for more space.

Children's communication language and literacy excels through the use of story sacks and holiday books, which complement the learning in areas such as the children's home life. Children are given a print-rich environment and have numerous opportunities to mark make as part of daily practice.

Children are encouraged to take calculated risks when using the outside play space; staff understand the need to promote the safety of the children through risk assessments, role modelling and comprehensive supporting documentation. This means children play in a safe and very secure environment. Children are extremely confident when following good hygiene practices. They question staff about why

they need to wash their hands and openly discuss and debate what germs are and what they look like and the effect germs have on their bodies.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

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.