

# Marnel Explorers

Inspection report for early years provision

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**Unique reference number**

EY372379

**Inspection date**

05/11/2008

**Inspector**

Melissa Cox

**Setting address**

40-44 Bermuda Close, Popley, Basingstoke, Hampshire,  
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**Telephone number**

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**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).

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.

## **Description of the setting**

Marnel Explorers pre-school opened in 1999 and re-registered in 2008. It operates from Bermuda Close Community Centre, Popley, Hampshire and is accessed from street level. The pre-school serves the needs of the local area. It is open five days a week during term times and children attend for a variety of sessions. Sessions run from 08.00 until 9.00 for the breakfast club, 09.00 until 11.30 for morning sessions, 11.30 until 12.30 for the lunch club, and 12.30 until 15.00 for the afternoon session. The pre-school is registered to care for a total of 26 children from two years to five years at any one time and currently has 30 children attending who are within the early years age group. The pre-school is also registered on the compulsory and voluntary parts of the Childcare Register. The setting has systems in place to support children with learning difficulties and/or disabilities and for those who speak English as an additional language. The pre-school employs nine members of staff, all of whom have appropriate early years qualifications. Marnel Explorers pre-school is a member of the Pre-school Learning Alliance and has achieved the accreditation award. They are supported by staff from the local authority.

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

Children are happy, settled and relaxed as staff have a very good understanding of their individual needs. The environment is organised effectively to provide a comfortable and stimulating environment for all children attending and the age-appropriate and developmentally suitable range of resources available ensure that all children are able to progress appropriately in their learning and development. Effective risk assessments and procedures promote the health and safety of children, and suitable written policies are in place to further protect children's well-being. The staff team are enthusiastic, motivated and keen to develop their own skills and practices, although self-evaluation is still developing.

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

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

- develop self assessment systems to monitor the effectiveness of the practice in the provision to improve outcomes for children
- use information from observations to influence planning and to promote children's learning in all areas and share this information more regularly with parents and other carers
- develop the inclusion practices to ensure the specific needs of all children are met

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

Documentation which is required for the safe and efficient management of the setting is very well organised and used effectively to promote all aspects of children's health and safety. A system to monitor and evaluate the provision and to ensure that improvements are made is in place but is less effective. The progress of children with learning difficulties and/or disabilities, as well as children with English as an additional language, is satisfactory as staff are still developing their support team. All staff display a positive attitude towards providing an inclusive environment for all children who attend the setting. A well-organised learning environment and effective deployment of staff allow children to access resources independently and be supervised at all times. Areas for improvement have been identified through feedback from staff, although the group's self-evaluation is still developing.

Records, policies and procedures are well maintained and are used effectively to promote positive outcomes for children. Good partnerships are established with parents and carers which helps to ensure children are cared for according to their individual needs. Parents are fully informed about the key worker's role, and feel confident to speak to them or any of the staff team about their child's needs, although more formal opportunities to do this are not always provided. Parents receive useful information about the setting's policies and procedures, and are kept up to date through newsletters and information on the parents' notice board. Partnerships have been established with the local schools, and are being developed with other agencies supporting children within the setting.

Children's welfare is promoted well within the nursery. The rigorous recruitment and vetting procedures ensure staff are suitable to work with children and there are clear systems to ensure the continuing suitability of staff. Suitable safety equipment is fitted around the nursery and staff carry out daily risk assessments to maintain children's safety. Children's safety is further protected through the vigilant practices which staff implement, such as teaching the children about fireworks and fire safety.

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

Children are adequately supported in their learning through staff's knowledge and understanding of the Early Years Foundation Stage. A well-organised learning environment and wide variety of interesting toys and resources ensure children make progress in their learning. There is a good balance of adult-led and self-chosen activities during the session. Resources are very well set up to allow children to make choices and select for themselves, for example, a role play area is set up as a shop. Staff interact effectively with children, asking appropriate questions to engage them in conversation to support and promote their communication and language skills. Children are supported well by enthusiastic staff who encourage the children's curiosity and learning through the discussions they engage the children in. Overall, children's health and safety are well supported. The hygiene routines children learn help to keep them healthy and they

are becoming more aware of how to support their own safety as they talk about matches or remind each other to be safe in the group. They use the writing table and self-register as they enter the pre-school, finding their own name card and placing it on the board.

Children enjoy books and stories. They sit enthralled as a member of staff animatedly tells them one of their favourites, anticipating with excitement the scary and funny parts of the book. They are confident in using books by themselves. They turn the pages from front to back and point to the pictures and text, recalling the story and demonstrating their increasing understanding that print carries meaning. Numbers and counting are used throughout the nursery. Children are encouraged to consider simple number problems and to count in their daily play.

Children feel highly valued because staff see them as individuals and adapt plans for care and learning to meet their needs. Written planning is used to organise a diverse range of learning and development opportunities. However, the detail in planning is insufficient to ensure that staff are able to adapt activities in order to meet the diverse learning needs of all children attending. Sensitive observations are used to assess how children are developing but this information does not always promote children's learning in all areas. Children's health and well-being are well promoted through effective hygiene procedures, planned topics and appropriate discussion. Children are offered milk, water and a choice of fresh fruit at snack time. Their awareness of keeping themselves safe is well promoted through simple explanation. For example, staff explain the dangers of matches and fireworks. The staff have high expectations of children's behaviour and there is a very strong emphasis on focusing on good behaviour. Children's self-confidence and sense of worth is developed well with the use of encouragement and praise during their play.

## 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>	3
How well does the provision promote inclusive practice?	3
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>	3
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?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.