

Marhamchurch Pre-School

Inspection report for early years provision

Unique reference number EY374978
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Inspector Julie Neal / Michael Collins

Setting address The Revel Field, Helebridge Road, Marhamchurch, Bude,
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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

Marhamchurch Pre-School was established in the early 1980s and has been registered at the current location since 2008. The organisation is established as a registered charity and is managed by a board of trustees made up of parents and interested others. The setting are currently registered on the Early Years, Compulsory, and Voluntary Childcare Registers. The setting is open from 09.00 to 15.30 Monday to Friday during school term time only. They operate from a purpose built unit in the Revel Field, next to Marhamchurch School and children have access to outside play on a daily basis. There are currently 42 children on roll, of whom 15 are in receipt of funding.

The setting employs seven members of staff. Of these, six hold appropriate early years qualifications and the seventh is currently studying for a level two qualification. The setting are members of the Pre-school Learning Alliance and receive support from the local authority.

Overall effectiveness of the early years provision

The staff team ensure that children benefit from an inclusive environment where their individual needs are recognised and met. Good relationships with parents ensure that staff have awareness of individual requirements, and children benefit from the effective sharing of information that supports consistency of care. Overall, children's welfare is supported, staff have daily routines and checks that promote children's wellbeing. However, there is no formal risk assessment in place for the premises, nor is there a system in place to make risk assessments of outings. Staff and members of the parental committee show commitment to improvement and have begun to develop processes of self evaluation. Children's learning and development is supported well, with areas of individual challenge identified for each child.

What steps need to be taken to improve provision further?

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

- continue to develop systems of recording children's individual progress and development
- ensure that systems to support children's health are robust, in particular ensure that first aid equipment is regularly checked and updated.
- develop systems of staff appraisal to identify individual training needs, and to ensure all staff are fully aware of procedures that support children's welfare

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that a risk assessment is in place, that clearly states when it was carried out, by whom, the date of review, and any action taken following a review or incident (Suitable premises, environment and

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- equipment)
- ensure records clearly show times when all persons are on the premises (Documentation)

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The leadership and management of the early years provision

Overall, leadership and management of the provision is satisfactory, although there are weaknesses in some areas. Children are effectively safeguarded by the robust recruitment processes that ensure staff working with children are suitable to do so. The provider ensures staff are suitably qualified, and that there are sufficient adults present at all times to ensure required ratios are maintained. However, documentation does not consistently show the times when children and adults, including visitors, arrive and depart from the setting. The parental management committee works closely with staff and they show a strong commitment to improvement. For example, fundraising to purchase a building for sole use of the pre-school, and creating a welcoming, child friendly environment. However, there is no risk assessment relating to these premises, although staff do make daily safety checks inside the building. All required policies and procedures are in place and have been reviewed to ensure they provide appropriate guidance and support to staff. However, there are inconsistencies in staff's individual knowledge and understanding of these, although all are clear regarding the setting's child protection and safeguarding procedures. Systems to monitor staff training and development needs do not consistently identify these effectively, for example, ensuring that staff are booked on to first aid courses before their certificates expire.

Staff work very well with parents and carers to ensure the individual needs of children are known and met. They develop good relationships with others involved in the care of children, for example, liaising well with therapists and other professionals in supporting children with learning difficulties and/or disabilities, and there is a very good relationship with staff at the village school, that many children move on to. Parents are very positive regarding the care of their children, and they are made to feel welcomed and included.

The setting does not yet use a self evaluation form, but has begun to use staff meetings and committee meetings as opportunities to reflect on practice, ensuring that all team members have the opportunity to be involved. The management team show willingness and capacity to improve. For example, it was identified that children's lunchboxes were stored in an area that was not ideal, as at certain times of day these were in direct sunlight. This was immediately acted upon, by the next session staff were awaiting a new fridge to be delivered, so that children's lunches can be stored appropriately.

The quality and standards of the early years provision

Children thoroughly enjoy participating in a wide range of activities that support their learning and development. Planning is simple yet effective in ensuring that

children experience a variety of opportunities that encompass all areas of learning. Staff have a very good understanding of the needs of individual children, their strengths and areas for development. They use this knowledge well in ensuring all children are supported and challenged appropriately, and in planning the next steps in learning for each child. This is reflected in the children's high levels of confidence and self esteem, and their eagerness to participate in activities. There are appropriate systems in place to monitor children's learning. These are being developed and in some cases have not been recently updated, and therefore do not always reflect children's good progress.

Children are enthusiastic learners who are keen to explore activities and resources. They experience a balance of adult led activities, and opportunities to develop their own thoughts and ideas in free play. Overall, resources are well organised to provide children with access to a range of toys and equipment to self select in play. Children are confident and curious, they explore resources imaginatively and play together well. For example, children particularly enjoy using bells, musical instruments and dressing up clothes as they create their own characters and roles during free play. Children communicate well and benefit from the extremely warm and caring relationships they have with the staff team, who are consistently positive and encouraging. This results in children who confidently ask questions as they gain understanding, and thus supports their individual learning and development. Children are proficient in the use of everyday technology, for example, they use the computer confidently, manipulating the mouse and understanding the purpose of different games and activities that support learning. Children are developing competence in numeracy and simple problem solving. They confidently identify shapes and show an understanding of size, comparing 'bigger' to 'smaller'. Children are learning to count well, and some children are very confident. For example, children using a puzzle sequence the numbers in order from 1-10 before starting to fit the pieces into the board.

Children enjoy a bright and welcoming environment that is clean and well maintained. Staff demonstrate good hygiene practice and ensure children learn to wash their hands and manage their own personal care needs. There are clear policies and procedures in place to support children's health and wellbeing, however there are inconsistencies in how effectively these are implemented. For instance, some staff do not know the appropriate procedure to follow should a parent provide medicine to be given to their child while at pre-school; checks of first aid equipment are not suitably rigorous as out of date dressings had not been identified and replaced. Staff carry out daily checks to ensure children are safe and secure while on the premises. However, children's safety is compromised because the provider has not met the specific requirement to ensure there is a risk assessment in place, that clearly states when it was carried out, by whom, the date of review, and any action taken following a review or incident. The pre-school is adjacent to a park and adventure playground, and children benefit from the very good use that is made of this area to promote healthy physical activity, and to encourage children to become confident and co-ordinated as they move their bodies. However, staff do not carry out a risk assessment prior to children using the park, which is a public space, in order to check that there is no litter or other items that may be hazardous to children.

Children's welfare is supported by the staff team's good understanding of their responsibility to safeguard children in their care. Written procedures provide staff with secure guidance to follow, and staff are knowledgeable in respect of signs that may give cause for concern regarding the abuse or neglect of children.

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

| | |
|---|--------------|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | Satisfactory |
| How well does the provision promote inclusive practice? | Good |
| The capacity of the provision to maintain continuous improvement. | Satisfactory |

Leadership and management

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

Quality and standards

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

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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

Since registration, there have been no complaints made to Ofsted that required the provider, or Ofsted, to take any action.

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.