

Murrow Pre-School

Inspection report for early years provision

Unique reference number	221874
Inspection date	10/12/2008
Inspector	Sandra Hornsby

Setting address	Murrow CP School, Murrow Bank, Murrow, Parson Drove, Wisbech, Cambridgeshire, PE13 4HD
Telephone number	07952573973
Email	
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).

Description of the setting

Murrow Pre-school opened in 1992. It operates from two rooms within Murrow village primary school and serves the local community. It is an accessible provision. The pre-school is open Monday, Tuesday, Wednesday and Friday morning between 08:50 and 11:20am and also offers an afternoon session on Monday between 12:30 and 15:00.

The pre-school is registered to care for 12 children under five years at any one time and there are currently 18 children on roll. All of these are within the Early Years Foundation Stage. The setting is registered on the Early Years Childcare register. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The pre-school is managed by a voluntary committee who employ a team of four childcare staff. The manager is suitably qualified, holding a Level 3 qualification, whilst two other staff hold a Level 2 qualification, and one member of staff is working towards the level 3.

Overall effectiveness of the early years provision

The Pre-school supports the children's care, learning and development effectively enabling children to progress well. All children are valued and recognised as individuals and staff ensure that all children's needs are identified and met well. Staff and management team continue to recognise the strengths and weaknesses of the setting and are making very good progress improving the outcomes for children. There is a strong capacity to build on the improvements in practice that have been made.

What steps need to be taken to improve provision further?

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

- review recruitment and vetting procedures to include information about medical suitability.

The leadership and management of the early years provision

Staff are reflective and honest in their self evaluation and realistically identify how they address strengths and weaknesses through the action plan. They demonstrate how they have made very good progress over the past year and how committed they are to continuous improvement. They are a motivated team with a sense of purpose to their role, and children benefit from their motivation and child-led approach. They work hard and effectively with the local authority advisor and use systems to maintain very positive outcomes for children. They implement a very good range of policies and procedures, all held in the operational plan and

these are reviewed regularly. As a result the setting is well organised and runs efficiently. Staff recruitment procedures are generally robust. Checks however do not include a person's suitability with regard to their health. Risk assessments are thorough and consequently keep children safe. Children are making good progress in their achievements and their welfare is promoted.

Staff demonstrate a good understanding of safeguarding and they follow the Local Safeguarding Children Board procedure. They have access to telephone numbers and attend training to make sure their knowledge is up-to-date. Staff get regular opportunities for personal and professional development through training, meetings and appraisals that are reviewed quarterly.

Parents are supplied with good quality information about the provision. All policies are accessible and details about how staff and parents help children to learn, develop and progress through the Early Years Foundation Stage is regularly given to parents. Photographs and progress books are shared which enable them to see what their children do day by day. Staff are sensitive to parents' needs and support parents as well as children through their caring and respectful approach. They encourage the parents to share in their children's learning. A positive relationship with the local school gives children the confidence and emotional security for their transition into the formal education system.

The quality and standards of the early years provision

Staff demonstrate a good understanding of the Early Years Foundation stage framework and how to support children's learning and development. They are using everyday play opportunities and routine tasks to help children learn about the world around them, about different cultures, colours, calculation and sharing. Staff ask open ended questions and encourage children to explore their environment. Children are relaxed and enjoy playing in a colourful, cosy well organised space. Staff present a wide balance range of equipment, resources and activities which children access independently. Equipment and activities, adult and child-led, engages children's interest and helps them make progress in all areas of their learning. Staff interact well with the children and are available to help them complete tasks. Staff understand not to take over a situation, and encouraging children through praise and encouragement to focus and achieve tasks independently, such as changing computer games. Children show an interest in books and stories, they use the role play area in a creative way, using a selection of real life objects, such as vegetables. Children go on outings and visit the school on a regular basis to help gain an awareness of their local community and the wider world. They undertake projects and buy fruit and vegetables from the mobile vegetable van, they also participate in the school activities, such as parties and concerts. Regular outside play generates excitement and anticipation from the children who enjoy warming up exercises and then talking about what their body does. Children use the outside classroom, which is a willow dome to find things, read stories, have snacks and play in a safe area freely.

Initial consultation with parents enables staff to track children's development from children's starting points, then simple effective observations are used to monitor

children's learning and progress. Children's next steps are devised as a result of the observations and daily plans focus on these. Staff make sure planning is flexible, spontaneous and includes children's wishes and choices.

Staff have implemented positive inclusive practice. Children's home backgrounds and language differences are celebrated and shared with all children. They make sure all children, regardless of their language, culture and learning difficulties and/or disabilities have every opportunity to use equipment and participate in all pre-school activities. They use equipment that reflects things children are familiar with and activities and tools they can manage. Staff adapt activities, the child's surroundings and resources to enable children to succeed at a task. As a result children feel comfortable, safe and secure in the setting and have things to play with that represent what they understand. For example songs, books and small world toys.

Welfare of children is promoted well. Good policies and procedures protect and safeguard children and staff demonstrate a good level of commitment and implement these successfully. For example, hygiene, daily physical play and healthy eating procedures promote children's health and well-being and prevent cross-infection. Children's behaviour is very good. They make a social network of friends who seek each other out and help each other. Children happily help other do up their buttons and get tissues. There is a warm and friendly relationship between children and key person, however in such a small setting all staff have good knowledge about the children and know what the children's needs are so all staff are familiar with the children and have a very good relationship.

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

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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 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.