

# Mollington Pre School

Inspection report for early years provision

---

<b>Unique reference number</b>	EY255969
<b>Inspection date</b>	17/11/2008
<b>Inspector</b>	Ron Goldsmith

<b>Setting address</b>	Old School Building, Grove Road, Mollington, Cheshire, CH1 6LG
------------------------	--

<b>Telephone number</b>	01244 853812
-------------------------	--------------

<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**

Mollington Pre-school is managed by a voluntary management committee and was registered in its current premises in 2002. It operates from the two rooms of the 'Old School building', situated within the rural village of Mollington, Chester and is adjacent to St Oswald's county primary school. All children share access to an enclosed outdoor play area. The pre-school is open each week day from 09.15 to 12.00 during term time. The pre-school is registered for 20 children aged from two to under five years on the Early Years Register and is accessible as it is all on one level. There are currently 22 on roll who are all within the Early Years Foundation Stage (EYFS), of whom 14 receive funding for early education. Children attend from the surrounding area. There are five members of staff, all of whom hold suitable qualifications. The pre-school receives support from the local authority.

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

The good knowledge of each child's individual needs ensures that staff promote all aspects of children's welfare and learning with success. Children are safe and secure and benefit from a vibrant learning environment. This means they are confident and enthusiastic to learn and make good progress. The cohesive team of staff have a positive attitude and strive to continually monitor and improve the learning outcomes for the children. All children are fully included and their individual needs and interests are supported effectively. The partnership with parents and the local school is effective and ensures that the setting meets the needs of all the children.

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

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

- reduce the risk of cross infection in the setting by providing children with individual drinking vessels
- provide appropriately challenging activities for older and more able children
- continue to develop an effective process to track children's individual progress in all areas of learning.

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

- keep a record of complaints and any subsequent action taken

01/12/2008

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

There are effective management structures in place and communication between all the staff members ensure that the children are well cared for. Rigorous procedures are in place for the recruitment of staff and this ensures that all adults

working with children are suitable to do so. The staff induction procedures ensure that children's welfare, learning and safety are promoted.

The pre-school works in partnership with parents, other providers and agencies to provide cohesive care for individual children. Parents comment on the effective open door policy and links with the reception class at the local school. The setting make good use of parental observations from home in their assessments of children.

Partnership with parents and carers and other agencies is good, parents value the setting and the experiences their children are being offered. Most of the necessary documentation is in place and reviewed regularly with the exception of the complaints record which is not in line with current guidance and regulation. The manager monitors the provision to identify any areas that they would like or need to improve and to ensure that the children and staff are enjoying themselves whilst staying safe.

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

Children are happy and secure and they enjoy coming to the setting. They are interested and motivated by the activities on offer. Children and staff have good relationships with each other and have fun together, for example, digging soil in the earth pot and laughing together as they use the different coloured chalks to develop their artistic skills to make drawings and pictures. Staff adapt the activities to ensure that all the children can participate if they wish. When completing registration older, more able children count up to 15 by counting the number of children present but younger children are given the task of counting staff, who number four. However, this is not consistently applied across all the settings' activity. Whilst preparing wishing star activity staff identify that some preparation is necessary but also that children are also keen to try out their cutting skills in slightly different ways. All children enjoy vigorous play and use the opportunity to explore the outdoor world in small groups and individually.

Children are safeguarded and their welfare is promoted successfully. All staff have a secure understanding of procedures to protect children and a thorough risk assessment ensures a high level of safety every day. Children have free choice of a range of most activities and eagerly take part in them. There is a good balance of adult supported and child initiated activities. Daily plans are made of the main activities and the large range of resources both inside and outside ensures that children can make choices which staff respond to. There is a key worker system in place and staff have a good knowledge of children's individual needs. However, activities are not always sufficiently challenging for older or more able children and the tracking mechanisms to plot children's progress in all areas of learning is not sufficiently robust.

Children's behaviour is excellent, they are fully aware of the rules and they show care and consideration for others, saying 'are you alright?' when someone falls over. Children begin to develop a healthy lifestyle. They enthusiastically wash and dry their own hands, have a healthy snack and help themselves to water whenever they

are thirsty. However, there is some risk of cross infection when children share cups from which to drink. They enjoy physical activities and demonstrate good coordination skills on the wheeled vehicles. Children have frequent and extended access to the safe school grounds, riding bikes and scooters, playing ball games or simply finding resources, such as leaves to enhance activities they do indoors. Children enjoy singing and joining in songs with actions. The children enjoy imaginative play as they open up a 'shop' outdoors, each playing the role of shopper or shopkeeper, deciding what to buy or sell and staff support the activity with open questions and by sensitive interaction.

## 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?	3
The capacity of the provision to maintain continuous improvement.	2

### 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?	3
How well are children helped to enjoy and achieve?	2
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?	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 the last inspection.

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.

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.