

# New Marston Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	134008
<b>Inspection date</b>	24/09/2008
<b>Inspector</b>	Charalambos Loizou
<b>Setting address</b>	St. Michaels C of E School, Marston Road, Marston, Oxford, Oxfordshire, OX3 0EJ
<b>Telephone number</b>	01865 798320
<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 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

New Marston Pre-School operates from its own building in the grounds of St Michael's Primary School. It is managed by a voluntary committee and admits children between two and five years of age. There are currently 32 children on roll, of whom 26 are in receipt of nursery education funding. In accordance with the conditions of registration, no more than 24 children are in the setting at any one time. The pre-school opens on weekdays during school term times from 9.00 until 11.40. On some days of the week there is a lunch club followed by an afternoon session from 12.40 until 15.10. A small number of children are in the early stages of learning English. There are six staff, five of whom hold an appropriate early years qualification. The pre-school will be relocated to temporary accommodation in January 2009 until a new Foundation Stage Unit is built on the current site. This new venture is being undertaken in partnership with the governors of St Michael's to provide a combined pre-school and Early Years Foundation Stage (EYFS) setting for children between the ages of two and five.

## Overall effectiveness of the early years provision

New Marston is a good pre-school setting. The children achieve well towards the learning goals expected for their age. There are excellent partnerships with parents, carers and the neighbouring school, as well as links that extend beyond the immediate locality. The pre-school is well led and managed at all levels and it has good capacity to sustain improvements as well as build upon its success. There are outstanding arrangements in place to promote inclusion as well as ensuring the safety and well-being of all children.

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

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

- ensure that the activities that children choose for themselves are sufficiently challenging
- improve self-evaluation to identify priorities in the operational management plan that will better inform staff training and professional development.

## The leadership and management of the early years provision

There is good leadership and management that ensures the children learn and play in a safe and stimulating environment. The staff value the children's contributions and ensure that all children are included and enjoy their time in the pre-school. There is good teamwork amongst the staff and excellent use is made of parent volunteers and members of the management committee who often help and support. Sessions are well resourced and carefully planned so the children settle quickly. The staff supervise the children very well, which is of enormous benefit to the children's welfare and development. A very strong feature is the way all the

children are encouraged to take part and do well. There are excellent arrangements in place to safeguard the children. The staff team are highly qualified to care for young children, including appropriate first aid training. They are vigilant and ensure that there are appropriate arrangements in place to supervise and support children both indoors and outdoors.

The management committee work closely with team leaders to check and evaluate the pre-school's strengths and areas for improvement. The staff regularly discuss and share ideas aimed at improving provision. Although the operational management plan is a useful tool to help further development, self-evaluation, though satisfactory, is not yet formalised or recorded sufficiently to provide clear priorities for improvement. Currently the staff identify their training needs and respond to changes to ensure they are updated and well informed about EYFS provision. They reflect on current practice and continually try to improve the way the pre-school operates but there is no direct link between the priorities identified in the management plan and staff training needs.

Partnerships with parents and the local community are excellent. Newsletters and information about the pre-school are easily accessible and the staff encourage parents to make suggestions to take full account of their views. Parents are very positive about the pre-school; as one rightly commented, 'It's a lovely place for the little ones and the staff are so caring and committed'.

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

The children achieve well, including those learning English as an additional language. Nursery rhymes, action songs and a good range of stimulating indoor and outdoor activities help the children to improve their language, communication and social skills. The children communicate, share ideas or solve problems. There have been good improvements since the last inspection to the way the children develop their problem solving, reasoning and numeracy skills. They quickly learn to count and order numbers when singing 'Hickory Dickory Dock' and 'Three Blind Mice'. They benefit greatly from activities such as improvised role play when dressing up as characters in stories, superheroes such as Spider-Man, or a fire officer who helps others. Children with learning difficulties or disabilities are extremely well supported by the talented staff team and, as a result, the children make good progress and integrate very well with other children. Good use is made of visual prompts, such as pictures of familiar objects, or characters in nursery rhymes to encourage the children to tell stories or recount a sequence of events. The children are independent and show initiative when they pour drinks for each other at snack time and when asked to signal the start of tidy up time by beating the triangle. They are very aware of how to stay healthy, for example, planting and growing carrots in the vegetable plot and then harvesting them to eat with their snack.

There are excellent arrangements in place to ensure that all children work and play in clean, safe and stimulating indoor and outdoor areas. The children happily explore large spaces and are physically active outdoors when riding vehicles, or using see-saws and climbing equipment. The outdoor areas offer many challenges

as the children explore different pathways, making good progress in developing their orientation and physical skills. They respond exceptionally well to the support provided by parents and members of the local community and management committee.

The staff encourage the children to be active and independent. Tidy up time develops their sense of responsibility. They quickly settle and integrate in pre-school because the skilled staff team have organised resources well for the children. Everything is accessible and appropriately stimulating to spark the children's curiosity right from the start of the day, as they find tables and work areas already set out for them to explore. The children learn important life skills when washing hands and hanging up their coats next to their names and photos. The children reflect on, and make good progress learning about, the world around them through a wealth of experiences, such as observing slugs or snails or checking to see how well flowers, vegetables and plants are growing. Daily fruit eating and healthy lunches, as well as regular physical activities, help the children to learn about healthy and active living.

Records of children's performance are kept well and the staff observe the children diligently to assess and analyse their progress. There is a balanced programme, providing opportunities for children to choose activities for themselves. Whilst the pace of learning is good for most children, some find it difficult to settle in one area. Learning slows for those who find it difficult to choose or settle for sustained periods as they do not always find the activities challenging enough. The children make good overall progress in their learning and development and this contributes well towards them acquiring important skills for the next stage of their education.

## 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?	1
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?	1
How well are children safeguarded?	1

### 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?	1
How well are children helped to be healthy?	1
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](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

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