

Mowden Pre-School Group

Inspection report for early years provision

Unique reference number 301168
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Inspector Wendy Richardson

Setting address c/o Mowden Infant School, Bushel Hill Drive, Darlington,
County Durham, DL3 9QG

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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).

Description of the setting

Mowden Pre-School was registered in 1999 and operates from a classroom within Mowden Infant School. Access to the room is by two steps, but it can be accessed on one level through the infant school premises.

A maximum of 18 children aged three to five years may attend the setting at any one time. The group is open five days from 09.05 to 11.35, and 12.40 to 15.10 term time only.

There are currently 36 children on roll and of these 36 are in the Early Years Foundation Stage (EYFS) and in receipt of nursery funding. The setting supports children with learning difficulties and disabilities. There are nine part time members of staff, including the manager; of these at least three work directly with the children. Seven of the staff hold appropriate early years qualifications. The group receives support from the local authority.

Overall effectiveness of the early years provision

Children enjoy their time in the group and are well looked after by dedicated staff that take good care of their welfare, health and safety. Good partnership with parents and strong leadership mean that children learn and develop well, acquire confidence, learning to play and share together. This is an inclusive setting where staff know children well, help them form good relationships and meet their needs effectively. The manager is well aware of the strengths and weaknesses of the group, and the team have begun more formal self-evaluation to add to the quality assurance checks already carried out by the local authority.

What steps need to be taken to improve provision further?

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

- develop outdoor provision to ensure that children can freely access planned purposeful play in all six areas of learning
- extend the range of opportunities to promote skills in problem solving, reasoning and numeracy.

The leadership and management of the early years provision

Those in charge are focused on helping children make good progress in learning and development and promoting their welfare. All required procedures are in place to safeguard children. All staff are checked to make sure they are suitable to work with children. Risk assessments are carried out to ensure children can play safely. Staff help children feel included, develop a sense of belonging and make good progress. Toys are suitable, safe and easily accessible thus promoting children's independence.

The staff work well together and establish good relationships with parents. Parents are positive about the approachability of staff and how well their children are doing. Two of the staff are studying for a foundation degree to further develop their knowledge of early years issues.

The team are currently completing formal self-evaluation to add to regular self-assessment and local authority quality assurance checks. Regular questionnaires seek the views of parents and children. These checks are ensuring that strengths and weaknesses are clearly identified and improvements brought about. As a result funding has been secured and action plans in place to securely fence the area outside the setting to allow children free flow play throughout each session.

Issues from the last inspection have been addressed. Children now have daily opportunities to play in the shared access to the reception class outdoor play area and in their own playground. Hygiene routines have been improved to limit any possible spread of infection at snack time.

The quality and standards of the early years provision

Children are safe, secure and make good progress towards the early learning goals. They behave very well and develop good attitudes to learning. Activities are effectively planned to meet the individual needs and interests of children. There is a good balance between adult initiated activities, and those that children choose for themselves. Particularly good use is made of parents' expertise to enhance learning, for example in teaching children about Diwali and multicultural issues to extend their knowledge of the wider world. All adults work hard to extend children's communication, language and literacy skills by their effective questioning. Children are encouraged to practise writing, talk, share a book or join in nursery rhymes such as 'Old Macdonald'. There are however some missed opportunities to plan activities to promote problem solving, numeracy and reasoning. Children are making good progress in learning computer skills as they 'catch elephants' using basic mouse skills.

There are now opportunities to use the outdoor space and a range of equipment supports physical development and other areas of learning, which is an improvement since the last inspection. It is used well, for example as children investigate and explore the overnight snowfall with barrows, spades and wheeled toys making tracks and footprints. Adults are well deployed to supervise the outdoor area, however as it is unfenced, children are not able to move freely between the indoor and outdoor area which hampers their independence.

Good use is made of assessments to record children's achievements on individual profile sheets and 'learning journeys booklets'. These effectively plan next steps in learning and ensure steady progress towards the early learning goals. Parents are closely involved and well informed about their child's progress.

Good hygiene routines are followed. Children can have milk or ask for drinks of water. There is a selection of healthy snacks from which to choose which promotes

independence. This time is used well to enhance social skills as children happily chat to staff sharing their experiences and feelings.

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 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.