

Mill Lane Pre-School Association

Inspection report for early years provision

Unique reference number	EY281631
Inspection date	05/02/2009
Inspector	Sandra Daniels

Setting address	URC Hall, Mill Lane, Broxbourne, Hertfordshire, EN10 7BQ
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Type of setting	Childcare on non-domestic premises
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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

Mill Lane Pre-School opened in 1964 and operates from three rooms within the United Reform Church building in Broxbourne, Hertfordshire. A maximum of 26 children may attend the nursery at any one time. The Pre-School is open Monday to Thursday from 09.15 to 12.00 term-time only. The children have access to a secure enclosed outdoor play area.

There are currently 26 children aged from two years to under five years on roll. Of these, 23 children receive funding for nursery education. There are currently a small number of children with learning difficulties and/or disabilities and there are systems in place for children who speak English as an additional language.

The Pre-School employs six members of staff, five of whom hold appropriate early years qualifications. One staff member is working towards a qualification. The Pre-School have Qualified Teacher Involvement and are members of the Pre-School Learning Alliance. The Pre-School have completed the Herts Quality Standards. Mill Lane Pre-School is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Mill Lane Pre-School provides a very caring and friendly environment where the individual needs of all children are effectively met by a very experienced staff team. Practitioners clearly value the diversity of individuals and all children are very well integrated. Children are making very good progress and have many opportunities to access enjoyable and challenging activities and resources. Practice is regularly evaluated to continually improve experiences for children, staff and parents.

What steps need to be taken to improve provision further?

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

- continue to develop the processes for self-evaluation to include the views of staff, parents, carers and children, and to target plans for the future to bring about further improvement to the provision and outcomes for children.

The leadership and management of the early years provision

The setting has all the necessary policies and procedures in place which means that it is managed efficiently and safely and in the interests of all its users. Staff have a good working knowledge of procedures and implement them consistently and effectively. As a result children are safeguarded well and play in an environment which is both stimulating and safe due to thoughtful and regular risk assessments. Staff supervise all children very well and respond to the interests and

needs of all children. For example, when a child decides he would like to share a book with the children at circle time, he is supported by staff to enable him to do so. A strong team has developed as a result of purposeful management. The parent's committee and managers work in collaboration to continually improve opportunities for children to flourish. Experienced and caring staff constantly monitor the children to ensure that they use their time well with a good understanding of their own safety, personal hygiene and healthy life choices. Children's good health and well-being is given very good attention by all staff, for example, in cases of illness or minor injuries.

The setting uses regular self-evaluation to understand its strengths and identify areas requiring development. This has brought about improvement since the last inspection, for example, children have many opportunities to be creative, using a selection of recycled materials to create models of their choice. Good use is made of well constructed action plans which has had a positive impact in the setting. For example, staff are well-placed to deliver the Early Years Foundation Stage (EYFS) and are developing effective educational plans to ensure that children make progress towards early learning goals. The setting is committed to ensuring that outcomes for children are further enhanced by developing their processes of self-evaluation.

Practitioners at Mill Lane Pre-School have worked extremely conscientiously to build and extend highly effective working partnerships with parents and carers. Parents have access to good quality information about the setting and value the written development records about their children's progress. They are consulted and involved in decisions which affect the day-to-day running of the pre-school and many donate time and resources to support the staff team in maintaining the excellent reputation of this group. Staff maintain good contacts with parents both formally and informally which ensures that the setting understands the individual needs of all children very well and so can then effectively meet them.

The quality and standards of the early years provision

Children's welfare is promoted very well. They enjoy and benefit from practical activities that promote their understanding of positive and healthy lifestyles. For example, children take home a chart on which to record the foods they eat at home during the week. This is followed by useful discussions and activities at pre-school to reinforce children's knowledge of the benefits of a healthy and balanced diet. Children grow and harvest runner beans at the setting, and help staff to prepare and cook these to enjoy.

Children are confident, happy and settled and have high levels of self-esteem. This is due to the staff's recognition and high regard to the uniqueness of each child. Staff are positive, enthusiastic and work well together as a team, encouraging the children to access the full range of opportunities and instilling a 'can do' attitude. This means that children are developing a strong sense of independence. Children's language skills are supported well through the frequent use of open-ended questions and discussion by staff. This means that children are becoming confident communicators. Children use their imagination well when they engage in

role-play, where they act out a variety of familiar roles. They have opportunities to investigate and experiment with natural materials. For example, following a recent heavy fall of snow, staff brought some inside for the children to build with. Children benefit from a wide range of interesting activities which are drawn from their own interests and ideas.

Planning enables staff to meet the children's individual needs in line with the EYFS. Recently introduced assessment systems are working well with secure systems for identifying starting points, tracking the progress children are making and identifying the next steps in their learning. These are discussed with parents, who contribute observations from home to support the learning records and maximise outcomes for children.

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?	1
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?	1
How well are children helped to make a positive contribution?	1
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 B: the Childcare Register

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