

# Medmenham Pre-School

Inspection report for early years provision

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**Unique reference number** EY257643  
**Inspection date** 06/03/2009  
**Inspector** Samantha Hunt

**Setting address** The Community Centre, Medmenham, Marlow,  
Buckinghamshire, SL7 2EE

**Telephone number** 01628 483216

**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).

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**

The Medmenham Pre-school has been registered since January 2003 and open for over 30 years. It operates from the Royal Air Force (RAF) Community Centre on the outskirts of Marlow, Buckinghamshire. The pre-school serves the local area and children attend from both civilian and RAF families. The pre-school is enclosed within their own individual area of the community centre, with toilets and enclosed outdoor play area. Access to the community centre is via two steps up to the main entrance.

A maximum of 28 children in the early years age group may attend the pre-school at anyone time. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 30 children in the early years age group on roll. It is open for 5 days a week during the school term time. Sessions are from 09.05 until 12.05. The setting also operates a lunch club from 12.05 to 13.05. The pre-school supports children who have learning difficulties.

The pre-school employs eight staff in total and of these, four of the staff including the manager hold appropriate early years qualifications. There is one staff member working towards an early years level 3 qualification.

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

Overall the quality of the provision is outstanding. Children are clearly flourishing in the stimulating and caring environment. They are actively encouraged and supported to initiate their own play thus allowing them to develop at their own individual pace. Staff demonstrate a very good understanding of the Early Years Foundation Stage (EYFS) and are pro-active in meeting the needs of all the children. The setting's professional approach to evaluation and continual improvement ensures that outcomes for children are foremost in everything they do.

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

To further improve the high quality early years provision the registered person should consider:

- continuing to build on the effective partnerships with parents

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

The manager and her staff show an excellent commitment to supporting all the children at the setting as they learn and develop. They all demonstrate a very good understanding of their roles and responsibilities and support one another very well. There are excellent systems in place to monitor and reflect practice

within the setting. Staff meet weekly to discuss planning, any issues that may have arisen and assess how the planned activities have met the children's needs that week. Parents are regularly encouraged to give feedback via questionnaires or stick-it notes, which staff then use to reflect their practice. For example they have recently adapted the going home time so that children are sat in their individual fruit groups to allow parents space and time to gain feedback from their child's key person. Through discussion with the manager and staff they have highlighted that they feel they need to continue to develop effective ways of working with parents.

Partnerships with parents are very good. Staff relate very well to all parents, greeting them in a friendly, but professional manner. There are clear systems in place to gather information from parents before children start and their developmental records are freely accessible on shelving within the entrance hall. Information about the curriculum and planned learning activities are displayed for parents to read. Parents are actively encouraged to share in their children's learning. For example, coming in to read their favourite story to children, sharing a book that their child has brought home or writing a poem with their child to share at pre-school. Parents speak highly of the nursery, in particular the welcoming and supportive staff.

Excellent steps are taken to ensure children stay safe. A detailed daily risk assessment is carried out to ensure that all areas of the building and garden are safe before children arrive. Staff vigilance and checking ensures they know where all the children are as they play inside or out. The staff are deployed effectively ensuring children receive excellent support to reach their full potential. All staff undertake safeguarding training on a regular basis and show a good understanding of child protection. Systems for recording visitors to the group are good and staff are very aware of the procedures to follow to ensure persons not vetted do not have unsupervised access to the children.

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

Children enthusiastically engage in activities and confidently initiate their own play, making choices about what they want to do. Staff plan a daily routine that is flexible for the children, their individual needs and requests. For example, changing snack time to a group party on book day, or providing them with resources to make presents for an impromptu party. Children develop an understanding of how to stay safe as they hold on to the hand rail going down in the garden without prompting. They also encourage others not to stand on chairs as they may fall off. This shows a caring attitude to others in the group. Children are very independent in their personal care. They go to the toilet unaided, wash their hands and are aware of the importance of personal hygiene. Easily accessible tissues and water bottles, aid the children's independence with their own care needs.

Children receive lots of positive praise and encouragement from staff throughout the session. Children have the opportunity to be awarded medals for their achievements, for example, listening well when asked to by a member of staff. Children also acknowledge the achievements of the staff by awarding them a medal for setting up a piece of computer equipment. Children proudly stand in

front of their peers at the end of session, saying why they have received their medal. This helps children and staff to feel a valued member of the setting.

Excellent use is made of the pre-school building, especially the outside play area, to ensure children have opportunities to develop and achieve in all areas of their learning. Every day the garden is set up with a variety of stimulating experiences for the children to explore and take part in. Children's independence is developing well as they eagerly find their own coats and boots in preparation for going outside and are aware they need to put their coats on because it is cold. They use technology such as the smart board with ease and frequently identify number and letters familiar to them as they play.

Children make excellent progress in their learning because staff provide them with a range of stimulating and exciting activities. Staff use excellent techniques to extend children's learning and development, and interact effectively with children. They ask appropriate questions to encourage children's thinking. For example, as children are playing a game about planting on the smart board they ask questions, such as why did he use the watering can, to which the child responded that the plant needed a drink. The discussion then leads on to children needing regular drinks to help them grow too. There are rigorous systems in place to observe, monitor and reflect children's learning. For example, staff use a variety of systems to record children's development, such as taking photographs, writing observations and the newly introduced videoing of children as they play. These are all used effectively to promote children's next steps in learning.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
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>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
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?	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?	1

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

## **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**

Since the last inspection there have been no complaints 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.