

Marsworth Pre-School

Inspection report for early years provision

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| Unique reference number | 151294 |
| Inspection date | 26/03/2009 |
| Inspector | Sheila Harrison |

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| Setting address | Marsworth Millennium Hall, c/o 3 Vicarage Road, Marsworth, Tring, Hertfordshire, HP23 4LR |
| Telephone number | 01296 660919 or mobile 07952 557041 |
| 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

Marsworth Pre-School is a committee-run group. It registered in 1972 and operates from the Millennium Hall in Marsworth. The group use a large hall, kitchen, a neighbouring room and adjacent toilets. There is a secure, enclosed outside area. The whole of the premises is accessible via a slope and there is an accessible toilet.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open four days a week from 09.00 to 11.30, 11.30 to 12.30 and 12.30 to 15.00 school term times. A maximum of 30 children in the early years age range may attend the pre-school at any one time. There are currently 42 children aged from two years to under five years on roll. Of these, 30 children receive funding for early education. Children come from the local area. The group is able to support children who speak English as an additional language or have special needs.

The group employs five staff. Two of the staff, including the play leader, hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the setting is good. Children are enjoying their time in the setting and are mostly actively engaged. They make very good progress in their learning and development. The setting promotes an inclusive environment where staff are well aware and respond to the individual needs and interests of the children. This ensures that the uniqueness of each child is fully recognised. Children benefit from the effective partnership with parents. Staff are beginning to reflect on their own practice and they are proactive in extending their knowledge and skills.

What steps need to be taken to improve provision further?

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

- enhance the learning opportunities in the outdoor environment and where possible link the indoor and outdoor environments so that children can move freely between them
- review the deployment of staff to enhance the opportunities for children to develop their independence.

The leadership and management of the early years provision

Staff have a very good knowledge of each child's background and needs. They help children understand the society they live in. Different resources are easily available to value the lives of the families who use the setting. There is a model canal boat and small dolls to positively represent families that live on houseboats.

Parents are encouraged to share family languages with the children and staff. Children enjoy practising French rhymes and stories. The festivals of others are suitably acknowledged with the sharing of different modes of dress and food tasting activities. Staff are highly effective in ensuring that all children are well-integrated and in overcoming barriers which could prevent this. They appropriately share information and records with parents and other professional agencies and they mostly liaise with other providers delivering the EYFS for a child or group of children. For example, older children can complete their school homework during the afternoon session and staff provide practical and interesting ways for children to record and develop their early literacy skills.

Children's progress relative to their starting points and capabilities is carefully monitored to ensure that there is no underachievement. Staff strive for improvement and to provide high quality care and education. The setting's self-evaluation is effective and leads to improvement as it takes into account the views of parents and other interested partners. Staff are well-qualified and extend their knowledge through a range of appropriate short courses. Advice and support from the local authority is effectively considered and implemented. Recommendations from previous inspections have been successfully addressed. For example, children fully engaged in their play are encouraged to continue rather than stop for registration times. Staff are at most times effectively and efficiently deployed, although at some large group times, children are not fully engaged or their independence fully encouraged.

Parents and carers are well-informed about their children's achievements and progress. They are encouraged to share what they know about their child, not only when the child first starts to attend, but staff actively encourage them to continue contributing to the developmental records. This successfully supports their children's learning and development. Parents speak highly of the setting and how approachable the staff are. They appreciate the information on their children's progress including the photographic slide show of their children enjoying their play and learning. Parents take an active role in the management of the setting and the fund raising helps to develop an effective sense of community.

Children are very well safeguarded. The suitability and qualification of all adults looking after children are ensured. All the records required for safe and efficient management of the early years provision and to meet all children's needs are maintained and effective. Children are helped to stay safe with the effective risk assessments and frequent efficient fire drills. Prompt action is taken to ensure the premises are well-maintained. The outdoor and indoor spaces, furniture, equipment and toys are suitable and safe. Staff put out a generous range of indoor equipment to ensure all the areas of learning are covered. Children confidently request further equipment from the storage cupboard to pursue their interests. Staff and committee members have a suitable understanding of child protection issues and procedures.

The quality and standards of the early years provision

Children are making excellent progress in their learning and development as the staff ensure each child is sufficiently well-challenged through a wide range of planned and child-directed play activities. Staff undertake sensitive observations and assessments of the child's development. Plans ensure each area of learning is provided and the recording system ensures that children that do not undertake the planned activity are suitably catered for in a way that interests them. Staff take advice and equipment from the local school to provide reading materials so the older and more able children can progress further.

Children are developing very positive attitudes to learning. They are enjoying their time at pre-school and display high levels of involvement in the activities. Older children help the younger children to use the computer and they are sensitively supported to take turns and share using the radio controlled cars. Children's curiosity leads them to explore the properties of paint and the process of covering the paper indoors. They use their senses as they help to mix the playdough while it is still warm. Children have some opportunities to explore the sand and mark making on a larger scale outside. However, the outside area is yet to be used to its full potential to fully extend all the areas of children's learning.

Children are encouraged to value their ideas as staff assist them to use story boards to record their stories and thoughts. Their views and opinions are sought by the setting as they are consulted on the purchase of new equipment. Children enjoy the active music and movement session which includes them learning to move with control, to use the streamers competently and recognise the numerals displayed on the walls.

Procedures are in place to ensure children's dietary needs are recognised and well-met. Children are encouraged to communicate their likes and dislikes. Effective steps are taken to promote children's good health and well-being, including those to prevent the spread of infection.

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

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| 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

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| 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

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| 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 B: the Childcare Register

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| 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.