

Malborough with South Huish Pre-School

Inspection report for early years provision

Unique reference number	EY310820
Inspection date	13/01/2009
Inspector	Denise Franklin
Setting address	Malborough With South Huish Primary School, Higher Town, Malborough, Kingsbridge, Devon, TQ7 3RN
Telephone number	07967 604619
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).

Description of the setting

Malborough with South Huish Pre-school has operated for many years in the village and is registered on The Early Years Register. It operates from an Elliott building, which has recently been refurbished, within the grounds of Malborough and South Huish Primary school. The setting has exclusive use of the building along with a secure outdoor area. They have access to the school's playground and have effectively fostered very close links with the school. There is currently no direct disabled access to the setting as it shares its entrance with the school. The school has plans to provide disabled access within their rebuild programme.

The setting is open from 09.00 to 12.00 Monday to Friday during term-time, with a lunch club offered between 12.00 to 13.00 each day. It also offers sessions on Monday, Tuesday and Wednesday between 13.00 to 15.30. There are currently 16 children on roll, 12 of whom are in receipt of nursery education funding. The group supports children with learning difficulties and/or disabilities or English as an additional language, although none are currently in attendance.

The group is run by a voluntary committee made up of parents. The committee employs four members of staff to work with the children. The manager of the setting holds an NVQ level 4 qualification. One member of staff has a NVQ Level 3 qualification and the two other staff are working towards their NVQ Level 3. The setting receives support from the Local Authority and is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Malborough with South Huish Pre-school is extremely effective and provides outstanding provision for the children in their care. All staff are fully committed to ensuring that the individual needs of all the children are fully met by providing an excellent range of stimulating learning opportunities for all the children, both inside and outdoors. The welfare of the children is paramount and partnerships with both parents and the school are very strong. High quality self-evaluation is a key strength and the commitment to continual staff training ensures that the setting has excellent capacity to continue to improve.

What steps need to be taken to improve provision further?

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

- provide opportunities for parents to contribute to their child's 'I can do' books so they can record evidence of their child's learning at home

The leadership and management of the early years provision

The manager, ably supported by her staff and the committee, uses a range of strategies very effectively to evaluate practice and provision for the children. The setting's self-evaluation form clearly identifies the strengths and areas for development, for example weaknesses in the quality of teaching was identified and rectified promptly. Staff training is a key priority and all staff are fully committed to updating and improving their skills. Since the last inspection the manager and chairperson have led a programme of refurbishment throughout the setting, which has improved the facilities and the environment, both inside and outdoors for the benefit of the children. All previous recommendations have been fully addressed and a thorough review of policies, procedures and documents is being implemented. In particular the setting is proud of their very detailed risk assessments procedures for all aspects of the setting. All procedures for safeguarding children are in place and together with all other welfare requirements, are fully implemented. Parents feel that their children are safe in the setting.

Partnership with parents is excellent. Parents feel they have plenty of opportunities to share concerns with any member of staff, in particular their child's key person. They are happy with the induction procedures and feel their child settles extremely well and enjoys coming to pre-school. There are regular meetings with parents to discuss their child's progress and to look at samples of their child's work in their 'I can do' books. Newsletters are informative and daily messages are posted on a blackboard outside the door. A recent project to develop the outdoor area involving parents, particularly the dads, was extremely successful. The children and staff enjoyed seeing the progress made each weekend. There are also very close links with the primary school, which supports children's transition extremely well. Staff and children visit the school regularly and join in special events, for example they talked enthusiastically about an 'Apple Day' when the children shared activities with children in the reception class, including watching their apples being pressed and drinking the apple juice.

The quality and standards of the early years provision

The children are extremely well settled and thoroughly enjoy participating in the wide range of stimulating activities provided for them. The environment is attractive and there is an excellent balance between adult-led and child initiated activities. Children were observed sharing a book in the comfortable book area. The children spoke, in some detail, about the pictures and characters in the book. A key strength is the opportunity for children to choose whether to be inside or outdoors and staff are flexible to enable this to take place throughout the session. Outside some children were using wheeled vehicles with confidence, stopping to ask an adult to fill their car with petrol, others were observed making breakfast in a home corner, while others were very effectively developing their knowledge of specific mathematical language with an adult in the sand area. As a result children make outstanding progress in their learning and development because activities are focussed and adults question very effectively to develop children's knowledge

and understanding.

Planning is comprehensive and reviewed weekly so that it can be adapted to enable children to follow their interests as well as ensure that all areas of learning and development are covered. The setting makes excellent use of the local area, for example children regularly take walks around the village. A recent very successful visit was to a fish shop in a neighbouring town. Children bought some fish, brought it back to the setting where they cooked and ate the fish. This activity supported their learning and development very effectively.

There is a very high emphasis on children's welfare. Snack-time and lunchtime are enjoyable social occasions when children demonstrate excellent manners and make choices about what they eat and drink. Behaviour is exemplary at all times. Staff use positive strategies very effectively and children respond extremely well. They are developing children's independent skills very well, for example staff encourage children to put on their own coats, to hang them on their pegs and to be responsible for putting on aprons for messy activities. The children show respect for their belongings and for the equipment and all participate in tidying equipment away at the end of the session.

A range of strategies for assessing children's learning and development are used extremely well by all staff. Detailed observations are used to assess and as a basis for future planning. Samples of children's work are kept in individual 'I can do' books together with notes from observations and/or details of the activity. Information from these books are used to track individual progress using the statements from the development matter. Finally, all information is collated and used to write short termly reports for parents and for transition documents for the reception teacher. These reports, together with regular consultation meetings, inform parents about their child's progress. However there is currently no formal system in place for parents to share their child's learning and development at home with the setting, for example noting a particular achievement in their child's 'I can do' book.

Children are beginning to demonstrate good basic skills and are extremely well prepared for the future.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	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 registration.

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.