

Marden Pre-School

Inspection report for early years provision

Unique reference number 223562
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Inspector David Shepherd

Setting address Marden County Primary School, Marden, Hereford,
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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).

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

Marden Pre-School opened in 1992. It operates from two rooms within Marden County Primary School in the village of Marden, Herefordshire. By arrangement with the school, the pre-school also has use of the school hall, school field and play park. Disabled access is via a ramp to an external door. The setting serves the local and wider communities. The pre-school is on the Early Years Register and both parts of the Childcare Register. A maximum of 24 children may attend the setting at any one time, all of whom are in the Early Years Foundation Stage (EYFS). The setting is open each Monday and Thursday from 09.00 to 12.55 and Tuesday, Wednesday and Friday from 09.00 to 14.45 during school term times. All children share access to a secure, enclosed, outdoor play area.

There are currently 24 children aged from two to five years on roll. Of these, 16 children receive funding for early education. The setting supports children with learning difficulties and/or disabilities.

The pre-school employs four members of staff, each of whom holds an appropriate early years qualification, paediatric first aid certificate and an enhanced Criminal Records Bureau (CRB) certificate. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Marden Pre-School meets the learning development needs of all children excellently and sustains their welfare needs effectively. The lead practitioner and her staff know the children well and this ensures they are fully included, engaged in and enjoy their activities. Regular and thorough assessments of children's progress are carried out in all areas of learning. The close partnership with parents, other agencies and the school help to ensure that children gain a very good start in their schooling. The lead practitioner and her staff review their work meticulously and continually strive, and have the capacity, to improve the provision even further.

What steps need to be taken to improve provision further?

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

- enhance further children's safety by ensuring the kitchen facilities are inaccessible to children.

The leadership and management of the early years provision

The lead practitioner and her staff plan their work in great detail and provide outstanding provision to promote the children's excellent learning and development

during their time in this pre-school. A very good range of policies and procedures are implemented diligently to ensure the efficient management of the pre-school and safeguard the children's well-being effectively.

Staff are well qualified and continue to be trained to obtain further qualifications. They are deployed extremely effectively, acting as key workers to small groups of children whom they know very well. This ensures that the specific needs of all children are met very well.

Staff work very effectively with parents to support the children's learning. Children have a book bag that is sent home each day and this provides parents with opportunities to comment on the stories their children are following. Children take home a 'Tickly Ted' that helps them settle into the pre-school as they tell the staff what adventures he has had while he was at their homes. Parents are given very good opportunities to comment on their children's interest in the learning provided by the pre-school. For example, they do so by completing short notes and by sticking them on a planning sheet at the beginning and end of each session. Informative newsletters are sent to parents each half-term and there is regular contact at the beginning and end of each session. Parents are kept well informed orally and in writing if their children have had any mishaps or bumps while at pre-school. In addition they are invited to attend annual parents' evenings which are a very useful forum for sharing their children's successes over the year.

Staff review their practice regularly and are highly successful in continuing to make improvements. They have completed the self-evaluation form recommended nationally for all aspects of the pre-school's provision and standards of achievement. This self-evaluation form has been completed thoughtfully and accurately. It clearly identifies the strengths and areas to develop in the pre-school. It provides a very useful guide to steer the priorities in the development plan. Administrative tasks, such as marking the register, are carried out efficiently. Detailed records are kept of the progress pupils make and of their welfare needs. These have been cross-referenced to the recent national guidance in the EYFS framework. The setting's extensive accommodation is used very effectively. However, even though risk assessments are completed and children are well supervised to keep them safe, laundry facilities in the kitchen are still too accessible to children.

The pre-school has implemented the recommendations from the previous report. It has improved well since the last inspection and has now reached very high standards, particularly in providing for children's learning development needs.

The quality and standards of the early years provision

Children in the pre-school have good social habits and behave exceptionally well. They form excellent relationships with all staff and want to please them. This helps to make them good learners and well prepared for the next stage in their schooling. They walk around the room in a sensible and orderly way. They take care not to get in each other's way and have due regard for adults, furniture, equipment and materials. This helps to keep them safe, free from the risk of

careless accidents and helps them to make a positive contribution to the smooth running of the pre-school. The pre-school is a very happy and welcoming place in which children are beginning their education and learning effectively. Activities are carefully planned and are checked regularly and meticulously to continue the children's very good progress and to keep them safe. Children have good opportunities to chat with each other and with adults and these develop the children's speaking and listening skills very well. Strong emphasis is placed upon children washing their hands after going to the toilet and before having their lunch. Children either eat healthily from the lunches they have brought from home or have a healthy school meal at lunchtime. Children enjoy having free access to drinking water at any time. All these routines and activities help the children to develop a very good understanding of how to stay healthy. Children say they feel safe and are right to do so because the furniture, equipment, toys and materials are safe, suitable and in good condition.

Children learn really well as they take part eagerly and clearly enjoy their activities, both inside and outside. During the inspection, this included role play, sand play, playing with a car track, solving puzzles, counting, learning the names of animals, identifying colours, singing songs, painting, playing computer games, riding bikes and listening to a story. Of particular note was the physical development session when children improved their physical skills and fitness extremely well by stretching, marching, stepping on and off a step and walking in the same direction as each other. Children use the outside area and equipment well to enjoy healthy exercise and make very good progress in their physical development.

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?	2

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?	2
How well are children helped to stay safe?	2
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 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

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.