

# St Mark's Mini Mice Pre-School Limited

Inspection report for early years provision

---

<b>Unique reference number</b>	EY319500
<b>Inspection date</b>	25/06/2009
<b>Inspector</b>	Dinah Round
<b>Setting address</b>	7 Alton Road, Bournemouth, Dorset, BH10 4AA
<b>Telephone number</b>	07977141675
<b>Email</b>	
<b>Type of setting</b>	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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

## **Description of the setting**

St Mark's Mini Mice Pre-School Limited was founded in 1987 and taken over as a privately run group in 2005. It operates from a church hall in the centre of Talbot Village in Dorset and serves the local community. The hall is shared with other community groups but the pre-school have sole use during opening times. Children have access to a secure area at the front of the premises for outdoor play activities.

The pre-school is registered on the Early Years Register to care for a maximum of 30 children at any-one time. There are currently 48 children on roll, of these, 46 receive funding for nursery education. The group opens five days a week during school term times only. Sessions are from 09:15 until 12:00 on Tuesday, Wednesday, Thursday and Friday. On Monday the pre-school operates from 09:00 until 15.30. Children attend for a variety of sessions. The setting supports children with learning difficulties or disabilities and who speak English as an additional language.

A team of 11 staff work directly with the children including the two managers. Of these, seven staff hold early years qualifications. The setting receives support from the local authority and also takes part in the local authority's 'Quality Standards Accreditation' scheme.

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

Overall, the quality of the provision is good. Children are happy, settled and well cared for as staff have a good understanding of their individual needs. They benefit from the welcoming and inclusive environment where stimulating play opportunities supports them in making good progress in their learning and development. Strong partnerships with parents helps to build positive relationships and ensure the needs of all children are followed. The group use various systems to effectively monitor and evaluate the quality of the provision which continues to improve the outcomes for children's care and learning.

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

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

- consider ways to further promote children's independence during snack time
- continue to develop systems of observation, assessment and planning to fully identify children's next steps so activities are successfully adapted to enhance their learning and development.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written parental permission at the time of a child's admission to seek any necessary emergency medical advice of treatment

03/07/2009

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

Clear and effective policies and procedures are in place to safeguard children and promote their ongoing safety and welfare. Comprehensive recruitment and vetting arrangements ensure that staff are suitable to work with children. Staff are clear of their roles and responsibilities as they receive a thorough induction, and attend regular training and meetings to continue to develop their knowledge and skills. The clear security measures followed by staff and the completion of regular risk assessments ensures that children can play freely and safely. Staff have a good awareness of child protection issues which contributes towards ensuring that children are safeguarded. Documentation is well-organised with most aspects in place. However, written parental permission to seek emergency treatment or advice is not obtained, which is a breach of a legal requirement.

The dedicated team of staff set out a welcoming environment which is well-planned and provides children with an excellent range of activities and play opportunities. They maximise use of the outdoor play space available to enrich children's learning experiences and allow them to free flow between the indoor and outdoor areas. Staff work together very well as a team to ensure that all children's needs are supported. The effective key person system means that children are cared for by staff who know them well and whom they feel comfortable and confident with. The group are pro-active in evaluating their provision and continue to reflect on how they can improve the outcomes for children. The group take part in the local authority 'Healthy Early Years' (HEY) project which introduces children to eating healthy. Snack times are flexible and generally well-organised, although, at times opportunities to fully promote children's independence are not always maximised.

Good partnerships are established with parents and carers which helps to ensure children are cared for according to their individual needs. Parents and carers are provided with useful information about the setting through the policies and procedures, regular newsletters and information shared on the notice boards. Parents and carers are kept well-informed about their child's progress and achievements through informal discussion, attending meetings to look at assessment folders, and contributing to their child's learning journey review. Questionnaires are sent out to seek parents and carers views and staff act on suggestions, such as changing the routine at collection time.

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

Children are happy, settled and enjoy their time at the pre-school. They make good relationships with staff and each other and are confident to make their needs known as they can be sure of a friendly and caring response. Staff have a good understanding of children's interests, which helps them to plan and provide a broad range of stimulating activities using both indoor and outdoor environments. This includes planting vegetables, such as lettuce, potatoes and beetroot in the

pre-school allotment with children. Staff carry out regular observations and assessments to monitor children's progress which are used to link with planning. These are still developing and there are some inconsistencies in identifying children's next steps in their learning so activities are not always adapted to enable children to reach their full potential. Posters, photos of the children, and examples of children's own creative work help children to feel valued and to develop a strong sense of belonging.

Children are confident and motivated learners. They enjoy a good balance of adult-led and self-chosen activities both inside and outdoors which successfully promotes their learning and development. Children communicate well, they eagerly tell others about the treasure they have found in the sand and have fun creating their own treasure maps. Children have good opportunities to use mark making materials to develop their emergent writing, such as in the role play and to write their names on their artwork. Numbers and counting are used well throughout the pre-school, for example, children use their fingers to count numbers of the 'Five fat sausages' and work out how many are left. Children freely explore and experiment the extensive range of creative activities provided. For example, they have fun making their own dough and painting with sponges and scourers. Children behave well and show consideration to others, they listen carefully to instructions given by the staff and actively find a job to do when it is tidy up time. Children's achievements are recognised which helps to boost their confidence and self-esteem.

Children's health and safety is promoted very well. They are protected from the sun when outside as staff erect a parasol to provide a shaded area and remind children why they need to wear sunhats. Children regularly take part in activities to promote their physical development, for example, they have lots of fun practising their running, and egg and spoon races for sports day. Children enjoy a variety of nutritious snacks and can access drinking water throughout the session to prevent them from becoming thirsty. Children learn about keeping themselves safe through discussions and following topics such as 'safety week' where they bring in and talk about various items they need to keep them safe in their play.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://www.ofsted.gov.uk)

