

Mayfield Pre-School

Inspection report for early years provision

Unique reference number EY281724
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Inspector Marian Thomas

Setting address Mayfield County Primary, St. Leonards Road East, Lytham
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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 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

Mayfield Pre-School opened in 2004 and is privately owned and managed. It operates from a self-contained pre-fabricated building in the grounds of Mayfield Primary School in Lytham St Anne's, Lancashire. Children attend from the surrounding areas. A maximum of 24 children aged under eight years may attend the setting at any one time. The setting currently takes children from three years of age and also offers care to children aged eight years to 11 years. In the pre-school there are currently 38 children on roll, of whom 37 are in receipt of nursery education funding. The pre-school is open each weekday from 08.30 to 11.30 and from 12.30 to 15.30, term time only. The after school club operates from 15.30 to 17.30 in term time and currently has 41 children on roll. Of these eight are under eight years and of these six are in the early years foundation stage. In the school holidays the club is open Monday to Friday 08.30 until 17.30. The setting supports children with learning difficulties and/or disabilities. There are four staff employed, all of whom have a relevant childcare qualification, two at level four and above. The pre-school supports students on placement from local Colleges. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Mayfield Pre-school is a good provision, which recognises the unique needs of each child who attends. Because of this, including every child is a priority and this is reflected in the way in which children's learning and development needs are met. Parents say that the setting is a safe, caring and happy place to which their children enjoy coming. The setting works hard to ensure information about children's welfare and learning are shared. The setting uses self-evaluation and review procedures well to ensure their service is continually improving and meeting the needs of the current service users.

What steps need to be taken to improve provision further?

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

- ensure that a record is maintained of the regular evacuation drills, any problems encountered and how they were resolved
- further develop curriculum links with host school to enhance learning and development opportunities for all children

The leadership and management of the early years provision

The close partnership of the manager and assistant manager ensure this setting is well run. They are aware of the strengths and areas for development within the organisation and work hard to recruit and retain high quality staff. Because of this, children's learning, development and behaviour are good. Whilst all policies and

procedures required for safe and efficient management of the Early Years Foundation Stage are securely in place and regularly reviewed, procedures for recording evacuation practices, such as, any problems encountered and how they were resolved, need to be updated. This will then ensure that the needs of all children who attend the setting are met. All adults looking after children undergo rigorous checks and hold suitable qualifications. Resources, including staff, are well deployed and all adults in the setting work closely together to provide high quality care and education.

The quality and effectiveness of risk assessments and actions taken to manage or eliminate risks is good and record keeping is up-to-date and securely stored. Provision and outcomes for the children's learning and development are well monitored by the management team through regular quality checks and self-assessment. This has led to clear identification of targets for further improvement. Training and development of staff skills is a strength in this setting. Recent training undertaken by the management team has helped promote a good level of self-evaluation. This shows that the setting has a good capacity to continue to improve under current leadership and management. The setting welcomes children with learning difficulties and/or disabilities as well as children from different ethnic and cultural backgrounds. Because of this the setting has a very inclusive ethos. The setting has strong links with parents and carers, who recognise the happy atmosphere, describing it as "giving my child a great start in life". Parent's comment that communication links between themselves and the setting are particularly strong because the staff are 'friendly and approachable and know the children really well'.

The quality and standards of the early years provision

Pre-school staff ensure that the setting has a calm and welcoming atmosphere and always join children in their play. This develops positive relationships with all children. The strength of these relationships is very evident by the speed at which children settle when they first come to the setting. Children show very positive attitudes to learning and all ages are very keen to join in the activities provided. Their curiosity and questioning skills are well developed through access to quality learning challenges. These are well linked to the Early Years Foundation Stage Curriculum and ensure good continuity of learning whilst children are within the setting. However whilst records of achievement are passed on to the next setting little joint planning for learning is undertaken by the setting and the host school. Developing further links will ensure continuity of learning for all children in the Early Years Foundation Stage. The outdoor provision is a strength of this setting as it directly reflects opportunities for learning inside allowing children to use the space very effectively and giving them the opportunity to make good learning choices.

Setting staff work very hard to ensure children really enjoy themselves when they come to the provision. This is reflected in children's attitudes and comments. For example children say "I love playing with the trains, they are like the ones I went on with my grandma in the holidays". A positive behaviour policy is in place, which all children recognise. Because of this, children are polite, take turns and are

considerate towards each other. For example, two children work alongside each other baking cakes, independent of adult supervision, they take turns with ingredients and equipment showing a good level of personal and emotional development. These high personal standards are reinforced by the manner in which adults respond to each other and to the children.

Active learning is well promoted within the safe and secure setting through the diverse range of activities. This helps the children in the setting to develop good learning skills which directly contribute to their future economic wellbeing. The importance of healthy eating is well established and children are served food which they enjoy and are actively encouraged to try new tastes and experiences. They are aware of the importance of washing their hands before eating, to reduce the spread of infection. Children enjoy active play outside particularly when they climb on the tyres and balance on the stepping stones which helps to develop their balance and physical fitness. Children's welfare, learning and development underpin everything that staff do in this provision. This is reflected in the confident, happy attitudes to learning and behaviour that all children display.

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

Leadership and management

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

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

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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