

Millway Pre-School

Inspection report for early years provision

Unique reference number EY359834
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Inspector David Shepherd

Setting address Millway Primary School, Millway, NORTHAMPTON, NN5 6ES

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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

Millway Pre-School is privately owned. It has been registered since December 2004 and operates from three rooms within Millway Primary School, Duston, Northampton. In addition, the pre-school uses a small secure outdoor area for free flow activities and has use of the school's extensive grounds that include a playground, field and climbing apparatus. Disabled access is through the main entrance. A maximum of 80 children may attend the pre-school at any one time, all of whom are of Early Years Foundation Stage age. There are currently 80 children aged from two to under eight years on roll. Of these, 72 children receive funding for nursery education. Children attend from Duston and surrounding areas. The pre-school is open each weekday from 09:00 to 16:00 during school term times. The breakfast and after school club are open each weekday from 08:00 to 09:00 and 15:25 to 17:50. The pre-school supports children who have learning difficulties and/or disabilities and those who are learning to speak English as an additional language. Sixteen staff are employed at the pre-school, thirteen of whom hold appropriate early years qualifications including one who hold the Early Years Professional Status. The setting receives support from a local authority advisory teacher. Links with the school are good. The pre-school is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Millway Pre-School is a good setting. It meets individual children's welfare and learning development needs well. Children respond readily to what they are asked to do because relationships between staff and children are good. A wide variety of interesting activities is provided for the children that reflect all aspects of Early Years Foundation Stage provision. Links with parents are good. The manager and staff continually review their practice and have a good capacity to improve provision further.

What steps need to be taken to improve provision further?

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

- ensure that the weaknesses identified in the self-evaluation form feature consistently in the action plan
- rationalise procedures for assessing children's progress to ensure all aspects of provision are included equally.

The leadership and management of the early years provision

The manager and staff have developed appropriate policies and established procedures that ensure the safe and efficient management of Early Years Foundation Stage provision. The needs of all children are met well. Children are supervised by appropriately qualified staff, some of whom are well qualified. Eight

staff hold a Level 3 qualification, one a Level 4, one has Early Years Professional status, four staff hold a Level 2 qualification and four are unqualified, one of whom is working towards Level 2. Twelve staff are trained in first aid. An administrator also supports the pre-school. Fifteen staff are CRB checked with one member of staff having an application pending.

Staff meet each week to review planning and discuss how well children meet the targets set for them. Supervisors meet fortnightly and full staff meetings are held each term. Staff share their expertise with each other on these occasions and continually seek to improve provision further. The owner has completed the nationally recommended self-evaluation form and included in it some useful next steps in improving provision. However, the areas for development identified in the self-evaluation form are not always found in the pre-school's action plans for improvement. The overall quality of self-reflection indicates that the capacity to make improvements is good.

Staff are deployed well. Each member acts as a key worker for small groups of children. Key workers know their children very well and assess and record the progress the children in their group are making under the six areas of learning using the most recent national criteria. However, procedures for assessment are sometimes repetitive and impose a heavy burden of paperwork on staff.

Staff ensure that the children are safe. The premises are secure and risk assessments are carried out for different types of activity to ensure children do not experience unnecessary risks. Children are closely supervised at all times.

All children are included in activities and are encouraged to do so by staff who keep an eye on what each child is doing. The needs of all children, including those with additional educational needs, are met well.

Links with parents are good. The admission form includes all the information required including parental permission for seeking medical treatment. Parents receive regular newsletters and complete a questionnaire on how well the pre-school provides for their children. The responses to questionnaires are very positive. The manager responds with diligence to any suggestions from parents. Parents are invited to attend the weekly planning meetings with staff and to talk to key workers about the progress of their children. A fund raising committee of parents and staff, called 'Glitter 'n' Glue' plans social activities to help raise additional funds.

The quality and standards of the early years provision

Children in the pre-school develop good social habits. They enjoy playing with toys, equipment and materials, behave well and respond eagerly when asked to carry out activities. They help to tidy up after playing with toys, walk around the classrooms sensibly and consider other children and adults when they are carrying out their activities. They play well together, for instance, in the outside area, during sand play and when having their snacks. All this helps to keep them safe

and free from unnecessary accidents. It makes them good early learners and helps them for the next stage in their schooling.

Staff look after the welfare needs of children well. The accommodation, furniture, equipment and toys are suitable, safe and in good condition. Good emphasis is placed on children washing their hands after going to the toilet and before having a snack. Children's snacks are healthy but the menu does not emphasis fruit and vegetable well enough. They have free access to drinking water at any time.

The learning environment is stimulating, interesting and varied. Children are engaged in a variety of activities, such as playing with small toys on a track, following computer programs, creative play in a home corner, playing with small puzzles, shaking percussion instruments, painting, junk modelling and water play. Good emphasis is placed on encouraging children to speak and listen to conversations, count and develop their computer skills. Outside activities include walking and balancing on plastic `stones`, playing on a slide and climbing through a tunnel. Children have good opportunities to ride bikes and other ride on toys, practise basketball, play on a see-saw and play outside snakes and ladders games. Staff change the range and number of activities prepared each day as a result of their meetings.

The balance and range of inside and outside activities are good. Outside activities take place each session with children choosing to go outside when they wish to do so. Children have good opportunities to choose their own activities as well as being directed by staff at times to carry out tasks together, for instance, play games in a group, have their snacks or listen to a story. Provision is varied and this keeps the children interested and involved in what is on offer. It is tailored effectively to meet individual needs as key workers assess regularly the progress in the six areas of learning that children for whom they are responsible are making.

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