

# Market Rasen Pre-School

Inspection report for early years provision

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**Unique reference number**

EY272440

**Inspection date**

09/06/2009

**Inspector**

John Foster

**Setting address**

Market Rasen Childrens Centre, Kilnwell Road, MARKET  
RASEN, Lincolnshire, LN8 3BJ

**Telephone number**

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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).

## Description of the setting

Market Rasen Pre-School was registered in 2003. It is privately run and operates from Market Rasen Children's Centre, Lincolnshire. The setting supports children with learning difficulties and/or disabilities. It can support children who have English as an additional language. The setting has a secure outdoor play area. It is open each weekday during school term time, on Monday, Tuesday, Thursday and Friday from 09.00 to 13.00 and on Wednesday from 12.00 until 15.00. The pre-school is registered to care for a maximum of 24 children aged from two to five years. The setting is on the Early Years Register. There are currently 33 children on roll aged between two and five years. Seven staff work directly with the children and five hold a relevant early years qualification. The remaining staff are working towards an early years qualification. The setting works in partnership with the school. The premises are fully accessible for anyone with mobility difficulties or disabilities.

## Overall effectiveness of the early years provision

Provision at Market Rasen Pre-School is good. Staff assess the learning and welfare needs of the early years children effectively and use the information gained to meet their needs well. All children have the same opportunities to take part in the activities provided and are fully involved in the life of the pre-school. The effective use of information gained through self-evaluation places the setting in a good position for continuous improvement.

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

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

- improve the skills of staff in relation to information and communication technology (ICT)
- re-organise the outside area to enable more freedom of movement for children playing with large wheeled toys

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

- request written permission from parents for seeking emergency medical advice or treatment (Promoting good health)

30/09/2009

## The leadership and management of the early years provision

Leadership and management are good. The owner manages the setting effectively and the staff work well together to enable the children in their care to progress well. The staff undertake regular reviews of their work and its effect on the

progress children make in the Early Years Foundation Stage areas of learning. They use the information gained to plan well for the children's future learning. The setting has recently undertaken an evaluation of its provision using the national guidelines. Most areas, particularly relating to care and children's welfare, are accurately evaluated as 'good' but in some areas the owner's evaluations are overly harsh. As a result the setting is doing better than it is giving itself credit for in some respects. Nevertheless, the setting has identified that while good activities are organised for the indoor and outdoor areas, the outdoor area is rather small and its present organisation gives limited space for children to play with large wheeled toys.

Legal requirements are met, including those relating to the safeguarding of children. Policies and procedures meet requirements, are well organised and adhered to strictly. However, the setting's arrangements for securing parental permission for emergency treatment for children are currently inconsistent. The setting has effective systems for undertaking risk assessments for activities, such as when the children are taken out of the setting for trips. Children's records are carefully maintained and shared with parents, such as when the setting organised a recent open evening for the parents. This gave the parents a good opportunity to discuss their children's progress with the key person responsible for their child. Parents say that the setting provides good experiences for their children, and helps them to relate to others well.

The staff undertake regular training according to their particular needs. They are appropriately qualified for the work they undertake, with a number of them currently working to improve their qualifications further. The school's evaluation highlights weaknesses in the ability of staff to use information and communication technology (ICT). This limits them in their ability to use ICT functions to complete record keeping quickly, for example when recording and planning children's daily and weekly activities. It also limits them in their ability to support children's learning fully effectively.

Since the setting was last inspected in 2005, they have moved premises. In the intervening period all recommendations identified in that report have been successfully addressed.

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

Children come into the setting excited and ready for the session ahead of them. They happily leave their parents and settle down onto the carpet for registration and to find out what the staff have prepared for them. They sing together to say, 'Good morning', to each other and to the staff. The staff plan well for the children, with weekly plans giving an overview of learning and more detailed daily plans for specific activities. These plans are based on the staff's assessments of what the children need to learn next. Whilst many activities are adult led, children are given time to decide for themselves the activities in which they wish to participate, either alone or with their friends. These activities take place inside and in the enclosed outdoor area

There are well-organised routines and the children quickly move to their chosen activities. At the time of the visit the weather was sunny and warm and most of the children decided that they wished to play outside. A good range of learning activities had been organised by the staff. Some were involved in painting rainbows. This activity helped them to recognise the range of colours and develop skills in using brushes. They follow the well-established routines to prepare themselves well for the activity, donning protective aprons to save their clothes from splashes. Other children decided that they wished to use the large wheeled toys. Space is rather limited for this activity, but the children take care not to run into each other. The limited number of these toys means that children have to take turns to use them. They do this sensibly, using sand timers to establish how long each one of them has for the activity. The children are aware of the need to be healthy and keep themselves clean. They wash their hands when they have undertaken dirty activities, when they have been to the toilet and before sitting down for their snacks. The snacks provided give the children a choice of what they wish to eat, such as apples or oranges, crackers or toast.

The children care for each other well. They help each other with their work and take turns fairly to ensure that all have equal opportunities to use the equipment provided. They use sand timers to help them to ensure that they do not have too long at an activity. They play together and relate to adults well. When one girl fell down, for example, the others were concerned for her welfare. The children who stay in the setting for dinner sit sensibly and enjoy the social occasion to talk to the staff and to their friends.

The development of language and number skills is good. Activities are planned well to develop these skills. For example, when making paper flowers, the children are encouraged to count the number of melon seeds they use for the centre of the flower. This gives a good base for future learning.

## 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?	3
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

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