

Madresfield Early Years Centre

Inspection report for early years provision

Unique reference number 205288
Inspection date 18/09/2009
Inspector Janette Elizabeth Owen / Elenora Griffin

Setting address Hayswood Farm, Madresfield Village, Madresfield, Malvern,
Worcestershire, WR13 5AA

Telephone number 01684 574378

Email info@meyc.co.uk

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Madresfield Early Years Centre opened in 1994 for the care of pre-school children. There is also an education facility up to key stage 1, which is separately registered as an independent school. The centre is privately owned with a management committee, which includes parent representatives. The centre and school are located in converted farm buildings on two levels in Madresfield, near Malvern, Worcestershire. The setting provides 12 parent and toddler sessions each week and serves a wide rural community, with families travelling up to 20 miles to attend support groups, training, clubs and classes as well as day care.

Children access 18 rooms, as well as extensive outdoor facilities including gardens and adventure playground. The Woodland School is run at three woodland sites and in a specialist woodland classroom suite. Fourteen staff are trained as Forest School leaders or assistants. A maximum of 188 children may attend the centre at any one time. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are currently 197 children on roll in the early years age range and 83 children who attend the out of school club. A variable number of children of different ages also attend the clubs which operate on the site. The setting is in receipt of funding for early education. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

Children aged up to three years attend either the crèche facility which is open from 8.00am to 4.00pm, a baby unit in the Hayswood Lodge or full day care in the Kingfisher room, which is open from 8.00am to 6.00pm. Rainbow's End Nursery for rising three year olds is open from 8.00am to 6.00pm and Barn Owls is for children rising four years is open 9am to 3pm. The setting also runs a before and after school clubs from 8.00am to 9.00am and 3.00pm to 6.00pm and collects from a variety of local schools. Holiday play schemes operate throughout half terms and holiday periods.

There are 56 full and part-time staff working directly with the children. Ninety percent of the staff hold a relevant childcare, teaching or nursing qualifications with five experienced teachers. Training is ongoing. Two members of staff have Early Years Professional Status (EYPS). Many administrative, maintenance, catering and peripatetic staff also support the setting. The centre receives support from a mentor teacher from the local authority. Representatives from the setting attend local partnership and providers' forums. The centre is a member of the National Day Nurseries Association and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The organisation of the educational programme is exemplary, with outstanding use made of the environment, resulting in children making excellent progress given

their starting points. Arrangements to ensure the welfare of the children are generally highly effective and are evident through the very good practice used in the centre's. Children are forming exceedingly good relationships with staff and other children, because of the strong levels of individual support they receive. The centre's practice is inclusive which ensures that children's individual welfare needs are met very well; children enjoy exciting opportunities to learn about the world around them and to engage meaningfully with the local community. Strong links with parents, carers and others help to involve them in their children's care and education, they are kept well informed of their progress by staff who are skilled and recognise children as unique individuals.

What steps need to be taken to improve provision further?

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

- develop further the risk assessment to ensure it is rigorous and covers anything that a child may come into contact with.

The effectiveness of leadership and management of the early years provision

The arrangements in place to safeguard children are exemplary in most respects. Policies and procedures are comprehensive, effectively implemented by staff and available to parents. Staff understand their designated roles and responsibilities in relation safeguarding children and prioritise and deal with concerns effectively. Children's welfare is protected by extensive recruitment and vetting arrangements. A robust induction procedure ensures staff are suitable and knowledgeable about all aspects of safeguarding. Procedures to ensure the premises and extensive outside areas are safe and secure are mostly effective. Children are very well supervised by staff who understand the importance of raising children's awareness of their own safety and encouraging them to follow safe practices throughout the range of activities provided. However, arrangements to ensure the new garden provided for babies is checked and prompt action taken to remove potential hazards has not been effectively managed.

Children thrive in the exceedingly well-organised provision which makes exemplary use of its environment to promote learning. The provider is highly motivated and passionate about the centre and has a clear vision for its future direction which is shared with staff and parents. There are excellent systems in place to monitor the quality of the provision. All staff and parents contribute to the success of the centre and in improving outcomes for all children. The professional development of staff is given high priority. They are actively encouraged to set targets and take responsibility improving the quality of the provision. Consequently staff morale is high, they are well motivated and work exceedingly well as a team. This has a positive impact on the centre as a whole resulting in an outstanding learning environment where children and staff can reach their full potential.

Highly positive relationships with all groups of parents and carers enhance the opportunities provided for all children. For example, parents and particularly fathers, are encouraged to visit the centre and join in with activities such as cookery. A welcoming room has been included in the baby unit enabling breast-feeding mothers to attend to the needs of their babies. A toy library provides opportunities for parents to help support their child's learning at home. Consequently, parents and carers are made exceedingly welcome and included within the centre. There are robust systems in place to inform parents and carers of all aspects of their child's well-being and development. The key person, responsible for small groups of children, shares information with parents on their child's progress using observations and assessment records that go to build up a child's individual Learning Journey. Parents and carers are provided with extensive information about the centre and educational programme. Parents comments are positive and reflect on the friendliness of staff and their ability to help children settle well and make progress while in the centre.

The centre takes a lead in promoting highly effective working relationships with other providers delivering the Early Years Foundation Stage (EYFS). Well established channels of communication between other providers promote consistency of care and learning for all children. The special educational needs co-ordinator (SENCO) works alongside staff to ensure Individual Educational Plans (IEP) are implemented effectively. Support and advice is obtained from other professionals involved in the child's care and development. Staff attend training such as, sign language, behaviour management and how to administer medicines which require technical or medical knowledge in order to fully support children's individual needs. Children's understanding of diversity is promoted through the range of activities incorporated into the educational programme. They have access to resources which promote positive images which the staff use to help children learn about similarities and differences.

The quality and standards of the early years provision and outcomes for children

The staff have an exemplary understanding of the EYFS. Systems for planning activities and carrying out observations and assessments of children's progress are routed in an exceptional understanding of how children learn and develop. They make excellent progress towards the early learning goals because of the opportunities provided throughout the centre. Activities are play based taking into account children's individual interests and learning styles. Systematic observations lead staff to identify children's next steps which are highly effective in promoting further development, enabling them to make excellent progress given their starting points. Staff use excellent teaching methods overall, engaging children's interest by providing an inspirational learning environment. They make exceptionally good use of their interaction with children. Asking questions and encouraging children to think for themselves, communicate with others and to promote their self-esteem and developing independence. A strength of the centre is the promotion of children's personal, social and emotional development and their self-reliance. Children learn to do things themselves because they are given the support and

guidance to achieve tasks which may be self-chosen or adult-directed.

Children's understanding of the natural world is fully enhanced by the outstanding use of the environment in which the centre sits. They develop an understanding of healthy eating and where food comes from gardening and cookery activities. Practical outdoor skills and self-reliance are taught through the Woodland School. Regular contact with animals at the centre have a positive impact on children. For example, they learn to be kind and considerate when caring for the animals. Staff also recognise the benefit of contact with animals particularly in helping children develop their self-esteem and feeling of self-worth. The curriculum is broadened incorporating extra activities which include the Woodland School, gymnastics, dance and drama. All of which promotes children's understanding of areas such as creativity, knowledge and understanding of the world and their physical development. There are excellent links with the community, with the centre being the hub of many community activities and after-school clubs for children of all ages.

Children are very well supported and helped to manage the transition from home, and their movement through the centre as they grow and develop. Children's emotional development and sense of security is fostered well enabling children, including babies to settle well and form positive attachments with their carers. Information on children's changing needs as they develop is regularly monitored and updated to ensure information is correct. The friendly, caring staff team actively engage with the children encouraging them to achieve and enjoy and become active learners who have excellent dispositions and attitudes to their own learning. There is a buzz of busy children throughout the centre as they play indoors and outside. Children respond well to the staff, developing positive relationships and a sense of belonging to the centre as a whole. Children are very well behaved. They interact well with both adults and children playing harmoniously, learning to share and negotiate for what they want.

Children's communication and language skills are exceedingly well supported, beginning with babies who respond to the interaction, gestures and body language of the staff. As children's understanding and use of language and communication develop staff use positive strategies help children be good listeners and to develop their vocabulary. Displays around the centre show that children progressively develop their mark making ability and begin to form pictures and letters accurately. Children get pleasure and enjoyment from listening to stories. A wide and varied range of books, story sacks and puppets are used to enhance story sessions and capture children's imagination and involvement in story time. Younger children use their foundation skills in recognising numbers shapes and colours in objects and activities around them. Older children use their problem solving skills during practical activities such as finding out what happens when balls are rolled down plastic tubes or building structures with milk crates. Displays of numbers and number activities enable children to make links between written numbers and sets of objects.

Children learn the importance of healthy lifestyles based on exercise and healthy eating. Freshly prepared cooked meals which are healthy and nutritious and meet children's individual dietary needs are provided. Opportunities for physical

development are varied and take place both indoors and outside. Children learn to use gym equipment safely and correctly under the direction of staff. This means children are able to develop their physical skills to a high level which in turn promotes their confidence and self-esteem. For example, children use an obstacle course to balance, climb and jump confidently. Staff are on hand to encourage and support those children who require some assistance. The extensive grounds provide excellent opportunities for children to play imaginatively, run freely around enjoying their sense of movement or coordinate their movements to enable them to achieve their goals in using whatever large play equipment they choose.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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