

New Moreton Hall Pre-school

Inspection report for early years provision

Unique reference number	251578
Inspection date	26/06/2009
Inspector	Lynn Lowery
Setting address	Sebert Road, Moreton Hall, Bury St. Edmunds, Suffolk, IP32 7EG
Telephone number	01284 702129
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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

New Moreton Hall Pre-School was established in 1992. It is based in one room in the Children's Centre, within the grounds of Sebert Wood Primary School, in Bury St Edmunds. It is a committee run pre-school and has sole use of the room and access to a secure, enclosed, outside play area. It is fully accessible to disabled children and adults. The Pre-School is separate from the primary school, but maintains strong links with it, and many of the children go on to attend the school. The Pre-School is registered to take 26 children between the ages of two and eight years at any one time. It is on the Early Years, compulsory and voluntary Childcare Registers. There are currently 125 children on roll.

It is open from 9.00-11.40 and 12.40 and 15.15 during school terms. Children attend for a variety of sessions, but none stay for the whole day. The pre-school also runs a lunchtime club from 11.40-12.40 and an after-school and a holiday club.

The pre-school employs ten staff, seven of whom hold suitable Early Years Foundation Stage qualifications.

The setting can support children with learning difficulties and/or disabilities and those with English as an additional language.

Overall effectiveness of the early years provision

This is a good pre-school which provides a bright and stimulating learning environment, where children enjoy their learning and make good progress towards achieving the early learning goals. Good leadership and management, based on accurate and increasingly effective self-evaluation, means the setting has a good capacity to improve still further. Staff are well-qualified and there is a strong sense of teamwork which provides a good role model for the children. The pre-school is inclusive and provides good support for children with learning difficulties and disabilities and for whom English is an additional language. It enjoys good links with parents, the school and the local community.

What steps need to be taken to improve provision further?

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

- indicate in the planning, how adult led activities will be adapted to meet the needs of children of different ages and abilities
- refine the assessment system so it clearly shows the progress children make during their time at pre-school.

The leadership and management of the early years provision

Parents say they feel welcome and appreciate the approachability of the manager and her staff. They are well informed about ongoing activities and their children's progress. Parents appreciate the regular opportunities to meet with their children's

key workers and value the chance to share the information in their children's assessment folders. All the recommendations from the last inspection have been fully addressed. In addition, staff have become increasingly well qualified and assessment procedures and resources have improved. However, because children are not assessed soon after they start pre-school, the setting cannot show how much progress children have made. The pre-school runs very smoothly and resources are thoughtfully selected, well used and carefully maintained. Safeguarding procedures meet statutory requirements and ensure the children are kept safe from harm. All the required policies and procedures are now in place and up to date.

The pre-school works very closely with the school and children have frequent opportunities to mix with children in the nursery, both indoors and outside. Staff share resources and visit each other's base. They have also worked together to ensure that assessment information about the children is helpful when they transfer, as well as being interesting and informative for parents. Planning is a team activity and increasingly ensures that children's individual needs and interests are taken into account by their key workers. Staff work well together and are committed to improving practice. Together they are working towards the completion of the Ofsted self-evaluation form, which is enabling them to identify areas requiring further development. They use this information suitably to identify any additional training needs.

The quality and standards of the early years provision

Children achieve well because teaching is good. Activities engage their interest, so they are enthusiastic and enjoy their learning. Planning indicates that all the six areas of learning in the Early Years Foundation Stage are covered each week, through a combination of 'free play' and 'adult led' activities. However, it does not always indicate successfully how the activities will be adapted for children of differing ages and abilities or how they should be observed and assessed. In practice, key workers often alter the general activities so they help individual children move forward in their learning, but the lack of detail in the planning sometimes leads to duplication of observations and staff are keen to avoid this. Staff are working closely with the school to ensure that assessment information is helpful to them when children transfer. Key workers are beginning to use this information to plan the next steps in individual children's learning. However, staff do not have a clear understanding of what children can do when they start pre-school and this makes it difficult to ensure they are continually extending their prior learning.

Children move freely between indoor and outdoor activities. There is a good balance of adult led activities and those initiated by the children. Curiosity and independence is encouraged, for example, a group of children sifted through a pile of wood chips to find the hidden 'mini-beasts'. They thoroughly enjoyed doing this and using magnifying glasses to find out more about them. Children take part in community events and care for the environment by feeding the birds and growing fruit and vegetables. Creative and physical development is promoted well. Children create their own obstacle courses and then whiz round them on wheeled toys,

skilfully manoeuvring around the cones. They were very keen to take part in sports day on the afternoon of the inspection. Speaking and listening skills develop well, along with early reading and writing skills. Number is used frequently and children use money in the 'cafe' and 'shop'. Together with regular opportunities to use the computer, these skills prepare children well for their future economic well-being

Children's welfare is very important to staff and they are well cared for. Occasional accidents are dealt with professionally by staff with paediatric first aid qualifications. Children handle equipment safely because staff provide good help and guidance. They move around safely, showing consideration for others. Healthy snacks are provided and children and adults eat together very sociably. Children understand the importance of eating healthy foods and washing their hands before eating and after visiting the toilet. They know which foods are good for them and are encouraged to try new foods and food from other cultures, for example Chinese and American foods. Children's personal development is good because staff are diligent and are good role models. They successfully promote thoughtful attitudes and the ability to share and take turns. Children know what is expected of them and their behaviour is good. Staff are very supportive of children who have learning difficulties or disabilities and have established good links with external support agencies, so they are better able to provide effective, individualised support.

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?	3
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