

Morehall Pre-School

Inspection report for early years provision

Unique reference number 127389
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Inspector Vicky Turner

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Morehall Pre-School first opened in 1992. It operates from a spacious classroom in Morehall Primary School in Folkestone. The group serves the local and surrounding area.

The setting opens five days a week during school term times. Sessions operate between 8.30am and 12.15pm daily and from 12.30pm to 3.00pm or 8.30am to 3.00pm.

The setting is registered to care for a maximum of 26 children at any one time. There are currently 54 children aged from two to five years on roll. The setting provides care for children in receipt of government funding. It caters for children with special educational needs and/or disabilities and for children who do not speak English as their first language.

There are nine staff who work with the children; of these, seven have early years qualifications. Five are training for their Level 4 National Vocational Qualification and one is currently training for Level 3. All staff hold a first aid certificate and attend short training courses. The setting receives support from a qualified teacher through the local Early Years Development and Childcare Partnership. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Morehall Pre-School is an inclusive setting where safeguarding is of highest priority. Excellent partnerships with external agencies and high parental involvement ensure that the children receive the support that they need and therefore make exceptionally good progress. Rigorous on-going self-evaluation at all levels means that the setting builds on its strengths and knows exactly how to improve. All recommendations from the last inspection have been fully addressed, reflecting the setting's outstanding capacity to improve.

What steps need to be taken to improve provision further?

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

- introduce systems for analysing the progress of the whole group over time in order to identify gaps in the provision.

The effectiveness of leadership and management of the early years provision

The energetic and highly motivated manager has high ambitions for the setting which are shared by all staff. Staff have a good understanding of the Early Years Foundation Stage and provide a safe, stimulating environment for the children to play, learn and explore. Comprehensive, well maintained policies, procedures and records are fully in place and followed consistently by all staff to safeguard the children. Safer recruitment and thorough vetting procedures ensure that the adults are suitable to work with children. Daily risk assessments help keep the children safe.

The setting has established excellent partnerships with parents. Parents are well informed through newsletters, parents' notice board and by email. They say that the setting is safe and the children 'love it'. They are very much involved in their children's learning and development and contribute to their 'Unique Child' profiles. Parents come into the nursery to share books with the children. Excellent partnerships with a wide range of health and education professionals ensure targeted support and exchange of information, resulting in exceptionally good outcomes for the children.

The rigorous self-evaluation process has enabled staff to highlight their strengths and identify areas for further development, such as improving the outdoor area and introducing termly parents' evenings. Regular meetings enable staff to reflect on their practice and adopt best practice in various areas of their work. The manager actively supports staff's professional development and ensures that they keep up to date with best practice guidelines.

The manager and staff actively promote equality and diversity. The setting caters particularly well for children with a range of special educational needs, some with complex needs, looked after children and those who are learning to speak English. Staff are trained to support a range of special educational needs and offer individual support as appropriate. Makaton sign language is used throughout each session to support children with communication difficulties. Festivals are celebrated throughout the year. A wide range of resources supports the children's understanding of different cultures and the society in which they live. Books such as 'Come count with us' depicting traveller children, 'All kinds of bodies' and 'All kinds of beliefs' help children develop an awareness of and respect for differences.

The new premises, new furniture and wider range of resources enable staff to plan more effectively to meet each child's needs. Resources are age-appropriate and accessible to all children. They are well organised and labelled with pictures. The staff are carefully deployed so that children are well supervised at all times, both indoors and outside. They are deployed in different areas to support and extend children's learning in groups or individually. Daily safety checks and risk assessments ensure that toys and equipment meet safety standards. Children with special educational needs and/or disabilities are provided with suitable equipment and furniture, such as a Heath chair. They are supported by a member of staff during their transition into the reception class.

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

Children happily engage in active play in a secure, vibrant and enabling environment. Key persons plan interesting and challenging learning experiences, allowing for children to follow their own interests. The majority of children make particularly good progress in all areas and excel in personal, social and emotional development, communication language and literacy and physical development. Meaningful observations and thorough assessments highlight children's achievements and identify the next steps in their learning and development. The managers have yet to put in place systems for analysing the progress of the whole group over each term or a year in order to identify where there may be gaps in the provision.

The nursery is well secured and regular fire drills help children to understand how to leave the building in case of a fire. They are taught about personal safety and know that it is acceptable to say 'no' if they are in an uncomfortable situation. They learn about road safety and 'stranger danger'. Children play safely and are encouraged to use equipment with care. They know that they are not to run along the corridors because they may fall. Children are encouraged to wash their hands before snacks, after a visit to the toilet and if they have coughed or sneezed into their hands. Anti-bacterial gels are used to minimise the risk of infection. The children say that it 'kills the bugs.' Safety helmets are worn when riding the tricycles and scooters. The effective key person system means that children feel valued, well-cared for and safe.

Children are encouraged to eat healthily and make healthy choices from a variety of fruit at snack time. They talk about the different fruit, where they come from and how they grow. They grow their own fruit and vegetables during the year. The well-resourced outdoor play area provides great opportunities for daily active play and to develop the children's gross motor skills. The all-weather play surface keeps the children safe and the canopy means that they can play outside in all weathers. The children also have access to the school's playing field where they can use the parachute.

Children share a special trusting and comfortable relationship with their adults whom they call 'aunties'. As a result they are confident and independent. They pour out their own milk at snack time. Children are encouraged to participate in all activities. They share, take turns and support each other in their play and when using the computer. Children's behaviour is impeccable because they understand that there are boundaries and the adults manage them effectively. Good behaviour is rewarded with praise and stickers.

Carpet sessions provide plenty of opportunities for developing speaking and listening skills. Children take turns in speaking when sharing their personal experiences. Some listen attentively and join in with the story 'Can you cuddle like a Koala Bear?' read by one of the children. Children are taught to link letters and sounds during carpet sessions and snack time, at the mark making table and at

every opportunity during the day. There are plenty of opportunities for mark making and children often choose to write. Number rhymes develop their numeracy skills and children are eager to act out '10 Little Speckled frogs' as they sing. Children have access to two laptops and a computer. They develop good mouse control, keyboard skills and learn how to print their work. They use the paint programmes and listen to stories on the computer. They choose from a wide selection of educational DVD programmes. The cameras enable them to take their own photographs. They derive immense pleasure when playing back video clips of friends and 'aunties' they have captured on the children's camcorder. They listen to stories and rhymes on the CD player. Visitors to the setting support children's learning and help develop their knowledge and understanding of the world; for example, a puppet show and stories by the librarian, safety talks by the community police officers, and exotic pets brought in by a parent. Visits to the school's sensory garden offer opportunities for children to explore using their senses.

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

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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

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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