

# Mini Buddies at Manor Beach Primary School

Inspection report for early years provision

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<b>Type of setting</b>	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*.

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## Description of the setting

Mini Buddies at Manor Beach Primary School has been registered since September 2009. It was originally registered at other premises for 11 years. It is operated by a partnership and is based within two classrooms in Manor Beach Primary School, situated in Thornton-Cleveleys in the Wyre District of Lancashire. There is an adjacent outdoor area to the rear of the setting.

The setting is registered on the Early Years Register. A maximum of 24 children aged two to five years may attend the setting at any one time. There are currently 26 children on roll who attend for a variety of sessions throughout the week. A number of the children receive funded nursery education. The setting supports children with special educational needs and/or disabilities and for whom English is an additional language. The pre-school operates from 9am to 3.15pm each week day, in term time only.

There are five members of staff, all of whom hold appropriate early years qualifications up to level 4. Four staff are working towards additional qualifications, including two who are working towards an early years degree. An early years teacher works in the setting two full days each week. There is an additional member of staff who is unqualified. The setting is a member of the Pre-School Learning Alliance and advice, support and training are gained from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are very happy in their learning and development within the setting, consequently they are making good progress towards the early learning goals. Very well qualified staff demonstrate a high level of commitment to promoting all areas of learning, and ensure equality and diversity issues are addressed to meet children's individual needs. There are two breaches relating to specific legal requirements, which impact on safeguarding practice. Partnership with parents and carers is outstanding and reflects the highly successful efforts made in tailoring guidance in supporting children. Managers have a vision for the setting, although self-evaluation is in the initial stages, but this reflects the capacity for continuous improvement.

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

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

- maintain records of information to demonstrate to Ofsted that checks have been done to ascertain suitability and keep these on the premises (Suitability of adults) 12/02/2010

- revise the safeguarding policy to include procedures to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare). 12/02/2010

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

- review how opportunities for problem solving, reasoning and numeracy are offered to children, so they are more attracted to the wide ranging resources to help them with space, shape and measure as well as calculating
- continue developing reflective practice so that continuous improvements impact positively on children's welfare, learning and development.

## **The effectiveness of leadership and management of the early years provision**

Children are not fully safeguarded as there are two breaches in meeting specific legal requirements within the Early Years Foundation Stage. Evidence of staff suitability is not retained on the premises: assurances are given that checks are completed for all staff, but documentation had been removed to prepare for a staff meeting. Additionally, the procedures within the safeguarding policy omits the requirement to include what to do if there is an allegation made against a member of staff. However, training and knowledge of the procedures is current and correct. Children are kept safe and feel safe in the setting, as they are kept secure and confidently explain the emergency evacuation procedures and which door to go out of. Risk assessments are completed to maintain a safe environment and for the outings undertaken.

Self-evaluation is in its infancy. Managers are implementing good practice in so much as all staff are invited to contribute; this is alongside opportunities for parents to have their say, within a questionnaire just designed. Staff recognise where improvements can impact positively on children and are open to comments and suggestions made. They also work with the local authority early years team. For example, the recommendation relating to the provision for problem solving, reasoning and numeracy comes from the staff, who monitor and evaluate the provision on an informal basis.

Partnership with parents is an outstanding aspect of this setting's practice. Parents, grandparents and carers are extremely complementary about the quality of care and education given to their children. They are kept well informed through daily discussions with staff and the sharing of individual learning journeys, some taken home to look at. Supportive relationships are established so there is continuity between home-life and the setting. There is a document devised called 'Ways in which parents can help at home' which offers suggestions of games and activities to do under each of the areas of learning. Additionally, children can choose which 'book bag' they want to use at home and can borrow any other resources they wish. The setting works with others delivering the Early Years Foundation Stage

where children attend and enjoys a close working relationship within the school, feeling very much a part of the whole.

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

The children thrive on the interaction and support they receive from the experienced and highly skilled staff working with them. They are happy, confident individuals who enjoy themselves and have fun in this relaxed learning environment. Staff understand when it is appropriate to offer support to children's learning and when to leave children to explore for themselves. The children move freely from activity to activity, and staff join in the children's play when invited or wishing to undertake some teaching through meaningful questions. The vibrant learning environment ensures children are stimulated and excited to develop in all six areas of learning. The opportunities and experiences for problem solving, reasoning and numeracy are less used, as the area does not attract children as much as it should.

Observation, assessment of learning achievements and planning for children's individual next steps has been successfully reviewed to ensure practice maximises the children's potential. More frequent observations enable the weekly planning meetings to reflect on individual children's learning needs. Planning sheets are displayed and evidence the attention to detail for incorporating consideration for children who have English as an additional language. The tracking of achievements successfully helps children to progress and ensures that all areas of learning are covered equally.

The children have the opportunity to move freely from the continuous provision indoors to a complementary outdoor environment. They enjoy activities that interest them, such as investigating the ice which formed overnight, recognising different shapes and talking about it being slippery and freezing. Staff take spontaneous opportunities, such as snowfall, to encourage learning in a different way. Photographs show children making designs and building a snowman, and complementary activities indoors displayed on a frieze shows related art work. Children's future economic well-being is extremely well catered for as they are adept with all kinds of simple and more complex technology. They use the mouse to manage programmes on the computer and independently log off when they finish. They also show how to work the music centre, playing a CD. Children are competent in choosing their own learning and using their imagination. They paint freely both indoors and outside using different media and one child proudly takes her three-dimensional model home made from recycled materials.

Children's welfare needs are fully met through the effective teaching of good hygiene habits and the prevention of spreading germs. Children visit the toilet independently and are gently reminded about hand washing. They have access to tissues, use paper towels and dispose of them appropriately. Children fully benefit from healthy eating at snack times. They are provided with a wonderful range of healthy and nutritious fresh fruit and vegetables, when the snack bar is open. This means children can decide when they wish to stop their play. More skills and

independence are promoted when they carefully pour their own drinks. Children socialise within the school during lunchtimes when they either take in their lunch bags or choose their own meals in the school dining room. Especially notable is the fact that staff eat with the children, it is also an opportunity for children to see older siblings for a quick hug. Children play out at any time each day of their choosing and have opportunities for vigorous activities on large equipment, to promote their physical development. They go out into their local community and learn of the world around them through a range of lovely resources, activities and celebrations. This helps the children learn about others and to respect differences.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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