

Merry-Go-Round Pre-School

Inspection report for early years provision

Unique reference number EY292062
Inspection date 10/12/2009
Inspector David Shepherd

Setting address Stokenham Area Primary School, Stokenham, Nr.
Kingsbridge, Devon, TQ7 2SJ

Telephone number 01548 581440

Email

Type of setting Childcare on non-domestic premises

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Merry Go Round Pre-school re-opened in 2004. It operates from a separate portakabin in the grounds of Stokenham Area Primary School. It has a secure outside area that includes a grassed area and a mini-forest area. At present access to the pre-school is via three steps. The pre-school is looking to facilitate disabled access. The pre-school serves the local community. It opens from Monday to Friday 9.15am until 3.15pm five days a week during term time. The setting is registered to provide a breakfast club and an after school club, although neither is operating at present. There are 27 children on roll in the pre-school, all of whom are of Early Years Foundation Stage age. The pre-school can take a maximum of 20 children aged two to five years at any one time. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. The breakfast and after school clubs can take 20 children aged three to eight years of which not more than 12 may be under five years at any one time. Seven members of staff work with the children, six of whom hold suitable early years qualifications. Good links are established with the school, local authority and the Pre-school Learning Alliance. The pre-school is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

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Provision at Merry Go Round Pre-school is good. It is outstanding in meeting the learning development needs of children of Early Years Foundation Stage age and good in meeting their welfare needs. The staff know the children well and ensure that all of them, including those with special educational needs and/or disabilities, are fully engaged in and enjoy their activities. The staff review their work well and have a good capacity to improve provision further.

What steps need to be taken to improve provision further?

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

- remove high up storage and extension cables to ensure potential hazards in the classroom are made safe (Suitable premises, environment and equipment) 01/03/2010

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

- continue to improve the support given to children to improve their problem solving skills

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are satisfactory. The staff have developed a good range of policies, including safeguarding, health and hygiene, behaviour management, inclusion and complaints, that ensures the efficient management of the pre-school. These policies are given to parents as part of the induction pack for their children so they can judge how well they are being looked after. However, some resources and books are stored on high up shelves and present a safety risk to children. An extension cable is used to provide music for children in the outside area and this too presents children with an unnecessary risk.

Staff are deployed effectively. Key workers know the children in their group well. They assess and record the progress that these children make very effectively. These assessments are linked to the criteria in the six areas of learning of the Early Years Foundation Stage provision. Children with special educational needs and/or disabilities are provided with individual programmes of work that are tailored to meet their needs. These have been devised with the support of the local authority and are reviewed and updated each month. Staff receive training to carry out these individual programmes of work effectively. All members of staff work and play exceptionally well with the children to ensure they receive challenging and enjoyable learning experiences at the pre-school.

Staff review their practice at the end of each session. They meet regularly to plan future provision. They devise and implement a detailed action plan on a monthly basis that focuses on improvements. They have used the national guidance on self-review well to ensure that the pre-school is providing the best for the children. This self-review is evaluative and identifies what needs to be carried out to improve provision further. For example, one area for development is 'to improve the support given to children to improve their problem solving skills'. The ambition to drive through improvements in provision is good. The capacity to improve further is good. Administrative tasks, such as marking the register, are carried out efficiently.

The internal accommodation is satisfactory. The classroom is adequate in size and bulging with resources. There is no disabled access at present although the committee is discussing how this can be corrected. The outside provision is good. It is very stimulating and varied. It includes a grassed area and opportunities for children to explore in a mini forest and play creatively in a boat. Children ride on scooters and other ride-on toys, play football and engage in sand and water play. Resources are in good condition and fit for purpose. Most are stored neatly in boxes to enable children to access them easily. The building is well maintained and provides an exciting environment for children.

The partnership with parents is outstanding. Parents complete a registration form that complies with statute and includes permission for children to receive emergency medical treatment should that be necessary. Termly newsletters are sent to parents to inform them about events at the pre-school. Parents are informed about the activities being provided. A parents' questionnaire has been

completed that indicates that the pre-school is providing effectively for their children. Parents contribute to the assessments being made and receive a comprehensive and useful portfolio outlining the achievements of their children when they leave.

Good links are maintained with the school, especially with the reception teacher. Together they moderate assessments that are made on the progress children are making. A good partnership exists with the Pre-School Learning Alliance and the local authority.

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

The quality of provision overall is good. The range and quality of learning experiences both inside and outside are outstanding. These experiences are enriched significantly by close interaction between children and adults. The high quality of adult input ensures that provision is matched very closely to the needs, abilities and prior learning of the children. Welfare needs are good.

Children take part in their activities eagerly and clearly know what they want to do. They enjoy their activities and carry them out calmly and with good humour. During the inspection, this included chatting to each other in small groups, stencilling, crayoning, cutting, sticking, construction activities, creative play in the home corner and play with diggers and other toys in peat. In the outside area, children are encouraged to play together and enjoy sand play and ride on scooters and bikes that are designed for two children at a time. They listen intently to stories about Christmas and follow the pictures with interest. Some are learning the sounds letters make and practise counting in their play activities. Evidence from displays on the walls indicates that all areas of the Early Years Foundation Stage provision are included over time. Children have plenty of opportunities to practise their speaking and listening skills through the close interaction between staff and children.

Children make an outstanding contribution to the pre-school. They are encouraged to become independent and help themselves. For example, they help cut up vegetables and cheese and pour out milk into beakers for snack time and tidy up well for their ages after playing with apparatus and toys. Excellent opportunities are provided for speaking, listening, reading, writing, number and for practising computer skills. Provision to help children for their future lives is good. Staff plan in detail what children are expected to learn from each of the activities provided for them. Children behave very well and are developing first rate social habits. They form close relationships with staff and respond readily to them. They get on well with each other. This helps to make them very effective early learners and well prepared for their schooling. Children play sensibly. They do not get in each other's way and have due regard for adults, furniture, equipment and materials. The pre-school is a happy and welcoming place and provides a secure and enjoyable environment for all the children.

Children feel safe because the furniture, equipment, toys and materials are

suitable for the children's ages and in good condition. Risk assessments on equipment and fittings are carried out appropriately. Daily risk assessments checking on the storage of resources are not rigorous enough as indicated by the storage of resources on the top of shelves that presents a hazard to children. This means that children are not totally free from the risk of careless and unnecessary accidents.

Children wash their hands before snacks and after going to the toilet. They help themselves to water at any time. This promotes their independence well. The tables are covered with plastic coverings that are wiped before snack time to prevent the spread of infections. Snacks are healthy and include fruit, milk and water. Children play outside in the fresh air. This helps them to experience a healthy lifestyle.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children develop skills for the future	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