

Marshfield Pre-School

Inspection report for early years provision

Unique reference number	136034
Inspection date	29/01/2010
Inspector	Susan Esther Harvey
Setting address	The Hayfield, Marshfield, near Chippenham, Wiltshire, SN14 8RA
Telephone number	01225 891900
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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

Marshfield Pre-school was established 40 years ago but has been registered with Ofsted since 2001. It operates from purpose built rooms attached to the Community Centre in Marshfield. It is open each weekday from 8.30am to 6pm throughout the year. Children have access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the pre-school at any one time, including three and four-year-olds funded for nursery education. There are currently 39 children from two to under five years on roll, some in part-time places. The pre-school is able to care for children with special educational needs or disabilities.

There are six members of staff, four of whom hold early years qualifications to level 3 and 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and content in the care of staff. The well-established staff team helps maintain stability and children's feelings of security. Staff management of children's safety is adequately promoted. Children move around the setting independently and staff are inclusive in their practice. Children's needs relating to the Early Years Foundation Stage framework are adequately met. They make satisfactory progress overall in their learning and development, although more able children are not challenged sufficiently. The pre-school's system for reflecting on their practice is partially developed and is beginning to have some impact on learning outcomes for children. There is a firm partnership with parents, some are part of an enthusiastic committee, which has a clear vision for the pre-school's future.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment and review it regularly and maintain a record of these particular aspects detailing when and by whom they have been checked (Suitable premises, environment and equipment)
- 26/02/2010

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

- encourage children to help to plan the layout of the environment and to contribute to keeping it tidy

- ensure that all practitioners who work with in the setting are involved in the planning process, so that it is implemented and monitored effectively to improve outcomes for children
- ensure that assessment incorporates details of each child's interests and needs and that these are used to plan challenging and enjoyable experiences across all areas of learning and development.

The effectiveness of leadership and management of the early years provision

Staff are fully aware of their responsibility to safeguard children through attending courses. This brings them up-to-date with the latest legislation. There is an effective system in place to protect children from people who are not vetted. Although there is a partial assessment of risk to protect children in and around the building, this does not meet the requirements of the Early Years Foundation Stage framework, because necessary details are omitted.

One of the pre-school's key strengths is staff's commitment to training, which has had some positive effect on the care of the children; for example, using a cafeteria style snack time which meets children's nutritional requirements. Staff are beginning to evaluate their practice using a national system which takes into account the views of children and parents. This is in its early stages, however, and not used in a sufficiently robust way to monitor children's progress in the Early Years Foundation Stage framework.

After several attempts at finding a suitable observation and assessment system, staff developed one that suits them, although it is not fully effective. Planning is the responsibility of only two staff members. Not all staff have the opportunity to pass on their knowledge of individual children's particular interests and needs, so that the next steps for their learning and development are not necessarily included when planning activities, so progress is not as quick as it should be. The pre-school engages suitably with parents, who are encouraged to support their children's learning by sharing their interests from home but again, this information is not always included in the planning, particularly where children attend for one session only. Parents receive useful information about the pre-school. Staff plan the learning environment so that children can make suitable use of the resources, such as craft materials, which they self-select. However, staff have not embedded a culture of caring for resources, which means these are not treated carefully or used fully effectively. The use of resources, for example, in the home corner is not monitored sufficiently to make sure equipment and toys reflect children's interest. This leads to some play that does not develop children's learning.

Despite these drawbacks, there are exciting plans for the pre-school's future under the guidance of a new committee, which include the provision of information and communication technology (ICT) equipment, a building extension and garden area. Staff have established good relationships with other settings children attend, such as nurseries, the local school and nannies, which aids transitions between them.

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

Children are well behaved. They share and take turns because they receive lots of praise and encouragement from staff. They gain some useful skills for their future lives, such as recognising their names, learning to count and listening to stories quietly. Currently, opportunities to extend their understanding of ICT are limited, owing to lack of equipment.

Children use suitable environments indoors and out. The playroom is bright and cheerful with a cosy book corner and displays of books for children to sit and look at quietly. Books such as 'Handa's Surprise' help them gain an understanding of cultural differences and children enjoy looking at them together. Some children visit the local school to see the Christmas play, but there are limited opportunities to learn about the village, owing to a lack of staff to maintain required adult to child ratios.

Children benefit from playing in the outdoor area regularly, there they gain a variety of physical skills. Children are not sufficiently encouraged to care for the pre-school environments, however. They have little opportunity to be involved in planning the layout of the playroom and even though there is a 'tidy up time' fitted into the session's routine, they do not learn to pack away toys when they have finished with them. As a result, toys and dressing up clothes lie scattered around the floor, posing a hazard to both children and adults. Children learn to keep themselves safe in other ways. They take part in emergency evacuation drills, which helps them learn to listen to instructions and leave the premises quickly.

Children are secure in the care of the staff, approaching them with ease when needing support. Young children display considerable confidence while moving around the room choosing their activities inside and out, as they mix and play with the older children. They enjoy role-play, which plays an important part in some children's time in the pre-school and supports creative development. Adult-led activities help some children develop their skills, such as using scissors correctly, although these are not planned to provide sufficient challenge for all children.

Children play in a secure environment. They learn what constitutes a healthy-lifestyle, enjoying daily fresh air and healthy snacks and meals. Children enjoy choosing when to have their snack and relish eating their hot, locally cooked lunch, tucking into roast chicken followed by fruit crumble, for example. Staff support children's learning and development appropriately. They teach children to use a knife and fork appropriately and to sit and wait for every one to finish their meal. Children learn how to pour their milk and water correctly with instructions from the staff to 'lift and pour'. A daily helper is chosen whose job it is to serve the others at snack time and to say 'good morning' to each child at circle time. Children take responsibility for washing up their own plates and cups after snack, and clearing away their plates at lunchtime. As a result, children are given responsibility for small tasks; learn to be helpful, develop their self-esteem and personal skills for the future.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- conduct a risk assessment and review it regularly and maintain a record of these particular aspects detailing when and by whom they have been checked (Suitable premises, environment and equipment)(also applies to both parts of the Childcare Register) 26/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- conduct a risk assessment and review it regularly and maintain a record of these particular aspects detailing when and by whom they have been checked (Suitable premises, environment and equipment)(also applies to both parts of the Childcare Register) 26/02/2010