

Maytree Pre-School

Inspection report for early years provision

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Inspector Brenda Joan Flewitt

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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*.

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Description of the setting

Maytree Pre-School has been registered since 1992. It is managed by a voluntary parent committee and operates from the village hall in Woodbury, East Devon. The pre-school has use of the main hall, kitchen, and toilet facilities within the building. There are also two smaller rooms, which are used for part of some sessions, and when the hall is occupied by another organisation. The hall does not have an outside play area but the pre-school uses local parks and areas of the school grounds to provide outdoor play. The pre-school is open each week day during term time. Sessions run from 9.00am to 1.00pm, with extra hours offered on Wednesdays, finishing at 3.30pm.

The pre-school is registered on the Early Years Register. A maximum of 24 children from the age of two to the end of the early years age range may attend at any one time. There are currently 29 children on roll. The pre-school is registered to receive government funding for early years education. The pre-school supports children with English as an additional language and those who have special educational needs and/or disabilities. There are four members of staff employed to work with the children, all of whom have appropriate early years qualifications, including a Foundation Degree in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play and learn in a safe, secure and well organised environment, which has a calm and friendly atmosphere. The excellent partnerships with parents, carers and other connected professionals contribute to staff knowing the children extremely well as individuals. Children participate in a good balance of adult-led and self-chosen activities, both inside and out. Staff support these effectively to ensure all children make good progress in their learning and development. The dedicated staff and committee use successful methods to evaluate the provision, which promotes continuous improvement in children's experiences.

What steps need to be taken to improve provision further?

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

- increase children's opportunities to 'write' meaningfully in various situations, such as extending their imaginative play or recording information
- enhance children's awareness of their own and others' safety, by involving them in risk assessments.

The effectiveness of leadership and management of the early years provision

Children play in a well organised environment, where they are cared for by dedicated staff, who create a calm learning environment. Staff implement clear policies and procedures to promote children's welfare and safety. They complete comprehensive risk assessments to ensure that children play in a safe environment, both in the building and on outings. Staff have a good understanding of safeguarding children and the procedures to follow if there are concerns about their welfare. They attend training to update their knowledge, and existing injuries are recorded as routine. This all helps to protect children from harm. There are clear recruitment and induction procedures in place to check that staff are suitable to work with children, and sure about their responsibilities. All the required records to support children's health, safety and welfare are in place, completed clearly and very well organised.

Children use a good variety of equipment and resources over time. Staff arrange play equipment on a daily basis, so that children can make spontaneous choices from a suitable range at any one time. They work hard to ensure that children have outside play on a daily basis, by using local facilities such as play parks and the school playground. Children develop a positive attitude to people's differences through the good example set by staff and planned activities, such as cooking food from different cultures. They learn to speak words and phrases from languages used by members of the group. For example, some children spontaneously respond at register time with 'Bonjour'. Children with additional needs are well supported. The Special Educational Needs Coordinator liaises effectively with staff, parents and connected professionals to ensure that all children are fully included.

Staff promote excellent partnerships with parents, carers and other providers. Parents are supplied with clear information about the setting by way of notice boards, regular newsletters and access to clear written policies. Key workers carry out home visits before children start at pre-school, which contributes to new children feeling secure and settling quickly. Staff make themselves available on a daily basis to share verbal information in order to meet individual needs. Parents have an active voice in children's care and learning as members of the management committee. They are welcomed in to share their skills and help during sessions. Staff arrange exchange visits with key workers from other settings, which provides very good insight to how children are progressing in different environments, and enables effective exchange of information to support children's learning and development. Strong links with the local school results in children being very well prepared for their transition to the reception class.

Good self-evaluation systems identify areas for development, which include parents' views, feedback from the school and membership of a specific quality assurance scheme. The pre-school have clear aims, objectives and plans for continuous improvement in the outcomes for the children. The pre-school have made significant improvement since the last inspection because they have addressed all recommendations, which has improved aspects of children's health, safety and learning.

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

Children are happy, settled and secure. They are cared for in a calm, caring and friendly environment. Children enjoy a good range of activities over time, choosing to play both independently and by seeking out friends to work in groups. Overall, children concentrate well, completing tasks to their own satisfaction. Children make excellent relationships with staff and each other and behave extremely well. They know what to expect through familiar routines and clear explanations. Respecting each other, and taking turns is of high importance and results in a harmonious group where children make friends and enjoy each other's company. Children receive regular praise for effort and achievement, which helps boost their self-esteem. Children develop a strong sense of self-identity and belonging to a community. For example, children are often heard emerged in conversation about their home lives and planning play times together. Discussions during daily walks in the village contribute to learning about their local environment.

Children are involved in a good range of activities over time, with a balance of self-chosen and adult-led tasks. They are confident speakers, using language well to communicate their needs and ideas. Children benefit from planned key worker times which encourage all children to be confident to talk in a small group. For example, they bring in special items from home in 'Magic Boxes' to describe and show their friends. Older children develop a genuine interest in sounds and letters, enjoying the fun of rhyming and identifying sounds through games such as 'Noisy Neighbour'. Children enjoy stories in a group, individually and through borrowing books to share with their families. Many children are showing good skills for writing, producing recognisable figures in their drawings and naming their work. However, they are not always encouraged to practise these skills to extend their imaginative play, inside and out. Children count and use numbers in real and meaningful situations, such as choosing pieces of food for their snack and identifying how many children and adults are present. Children make good use of construction materials to create models and solve problems. For instance, a group of children work well together with wooden building blocks to design and build a complex 'book case'.

Staff have a good working knowledge of the Early Years Foundation Stage and how children learn through play. They use an effective observation and assessment system to identify each child's stage of development and successfully plan for the next steps in their learning. Parents' knowledge of their children's interests and achievements at home are sought and included in the progress records. Staff interact sensitively to support children's activities. They use affective questioning to help children think, recall and solve problems. Consequently, children are making good progress in their learning and development.

Children enjoy a healthy lifestyle. They practise good procedures for their personal hygiene. They learn to make healthy choices in what they eat from planned topics, discussion and by way of nutritious options at snack time. Children have daily opportunities for fresh air and exercise by walking to various local play areas,

where they use a range of equipment to practise large muscle skills. Children learn about aspects of their own safety through clear explanations from staff, particularly when going out and about. They understand that they must hold hands with a partner and wait for an adult to make sure it safe to cross roads. Staff remind children about how to move around safely indoors and when using large equipment. Children get to know what is expected in an emergency through regular fire drills.

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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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	2
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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