

Minnie Me Pre-School

Inspection report for early years provision

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| Unique reference number | EY405616 |
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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

Minnie Me Pre-School registered in 2009. It operates from a scout hut in the Fairfield area of Buxton, Derbyshire. Children are cared for in the main hall with suitable toilet facilities at ground floor level. The pre-school opens Monday to Friday term time only from 9.00am until 3.00pm.

The setting is registered on the Early Years Register to care for 20 children between the ages of two and five years. There are currently 23 children on roll the setting supports children with special educational needs and/or disabilities. There are seven staff, of whom six hold relevant qualifications and the seventh staff member is working towards an early years qualification. The pre-school caters for children from the local and wider community. The setting receives support from the local authority development worker.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting meets the learning and welfare needs of each child, so that they make steady progress. However during the inspection, a breach of conditions is noted. Since the recent registration, the manager has made on going improvements, demonstrating the setting's capacity to improve. She evaluates the setting and has identified their strengths and areas for improvement. Links with parents and with other providers, as well as systems to develop children's learning are still evolving.

What steps need to be taken to improve provision further?

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

- provide opportunities for children to self select a range of resources and materials and so support independent learnin.
- strengthen regular the two-way flow of information with parents, with particular regard to sharing relevant policies and procedures
- develop further, existing systems for observing and assessing children in order to more effectively target next step plans to maximise each child's progress.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded, as comprehensive policies and procedures are in place and all staff undertake core training in child protection. Risk assessments are conducted regularly and records contain all relevant information. However, the provider is allowing children to use the outside area which their conditions of registration do no permit. This is an offence unless the provider gives reasonable excuse. Ofsted does not intend to prosecute on this occasion as the outdoor has

been improved to make it safe.

The manager is both experienced and enthusiastic in her work with children. She has made significant improvements to the setting since registration, although some of these changes are at differing stages of implementation and so they are not yet fully effective. Children now have more opportunities to develop their social and personal skills as the manager has made positive changes to snack times. Another key area for improvement, is in the development of an enabling environment for children. Staff work together to create both an indoor and outdoor environment that is interesting to children. Recently, they have introduced more print into the setting, displayed at the children's level, so giving meaning and value to words and letters for children. A range of activities with resources and play materials are laid out for children and changed periodically during the session. However, opportunities are limited for children to select their own materials and resources to support and extend their independent learning more fully.

Staff work with other agencies supporting children's well-being, for example, children's additional needs in speech and language development. They make suitable use of the individual learning plans for each child, in order to inform their planning. Parents are pleased with the service they receive for their children and are particularly impressed with the staff's caring approach. They are informed each term as to their children's progress and receive monthly newsletters. Access to good quality information for parents about the setting is generally good, as the parent's handbook gives lots of detail about the early years framework. A copy is given out as each child starts their placement to inform them about the six areas of learning. However, what is less clear is how effectively parents are made aware of the relevant policies and procedures within the setting, as these are not included in the handbook and most are shared verbally.

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

Children are happy and settle quickly at the setting, as they and their family members are warmly greeted by staff. Ratios are high and staff are caring, as they praise and encourage each child's achievements. By working with other agencies, staff help to ensure children's individual needs are appropriately identified and practical steps are put in place to help meet them. Staff are experienced in their work and generally familiar with the early years framework, to enable positive learning outcomes for children, although the individual records do not yet show this clearly. Observation and assessment records are developing, but some are not undertaken frequently enough to be fully effective to plan for next steps in children's learning.

The balance between adult and child-led activities is appropriate, as staff spend time with children and offer sufficient challenges to them. A number of staff are particularly skilled in supporting children's learning. At group time, for example, children are encouraged to guess the numbers of staff and children present and then later to count them. Each session children are picked to write the numbers on the board. Number lines are displayed, as are some printed materials around the

setting. For example, as children come in they are encouraged to find their name cards to signify their arrival. A welcome sign in different languages is also on display in the entrance hall, to help promote an inclusive environment and to give value to different forms of writing.

Children confidently move around the setting and keep themselves healthy, they regularly wash their hands and safely dispose of tissues after blowing their noses, to minimise cross infection. They enjoy a sound balance of indoor and outdoor activity and they are kept safe in the sun, using hats and sun cream. Children are encouraged to be active and healthy, children also benefit from nutritious food and drink. They make laminated place mats to use at meal times, made up of drawings or cut out pictures of food items to create 'healthy food plates'. While waiting for their lunch, discussion takes place as the children help each other to identify healthy options.

Children take part in a range of activities that interest them, they make models with play dough and imaginatively give them 'chicken pox', as they poke little dots into the dough. They enjoy books, as a staff member reads them a story about going to school. A parent brings in a newt from her pond and the children briefly look at it, as staff talk to them about where it lives. Staff value children and have introduced individual family albums for each child. Photographs of themselves as babies and of family members, as well as significant persons or pets ensures each child is included.

Children learn about ways to stay safe and play safe as part of their daily routines. For example, children know about 'kind hands' and 'do not hurt people'. When playing outside, they know to stay within sight of staff at all times and on outings they know about the 'emergency bag', as it contains plasters and bandages in case 'you fall over'. Therefore, children are effectively helped to stay safe because they clearly understand the reasons for this and the consequences of their behaviour on others.

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

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| 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

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 | 3 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| 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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