



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY265517

DfES Number: 516609

INSPECTION DETAILS

Inspection Date	25/01/2005
Inspector Name	Deborah Ann Benn

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Marlborough Pre-School
Setting Address	Cranham Community Centre Marlborough Gardens Cranham Essex RM14 1SR

REGISTERED PROVIDER DETAILS

Name	Marlborough Pre-School
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ORGANISATION DETAILS

Name	Marlborough Pre-School
Address	Cranham Community Centre Marlborough Gardens Cranham Essex RM14 1SR

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Marlborough Pre-school is a privately owned pre-school playgroup owned by Eileen Beasley and Michele Grote. It opened in 1975 but has been under current management since 2003. It operates from rooms in Cranham Community Centre which is situated in a residential area of Cranham, Upminster. A maximum of 26 children may attend the pre-school at any one time. The group is open each weekday from 09:00 to 11:45 and Wednesday and Thursday 12:30 to 15:00 term time only, children attend for a variety of sessions.

There are currently 40 children aged from 2 to under 5 years on roll. Of these 33 children receive funding for nursery education. The pre-school mainly serves the local area. The group currently supports a number of children with special educational needs.

The pre-school employs nine staff, seven of these, including the managers hold appropriate early years qualifications to National Vocational Level 2 or 3. One member of staff is working toward a qualification.

How good is the Day Care?

Marlborough Pre-school provides good quality care for children.

The premises are bright and welcoming with attractive and informative displays. There is ample room for children to play with good use being made of the space available. The two rooms are well organised providing opportunities for children to play freely with a wide range of activities. Play equipment is of very good quality, easily accessible and storage is well organised. All required documentation is appropriately kept and maintained on a daily basis. Effective systems are in place to ensure that Ofsted is kept informed of staff changes and appropriate checks carried out.

There is a good standard of hygiene and safety throughout the premises and within the practices of the provision. Good systems are in place to ensure that these are

maintained. The whole staff team have a clear understanding of their responsibility to protect children and knowledge of the appropriate procedures to be followed if a child protection referral was necessary. Although children have access to fresh water throughout the session, independently accessing the water dispenser, the snack provided mid-session does not actively promote healthy eating.

Children have access to a wide range of age appropriate toy and activities. Staff adapt activities appropriately to enable all children to take part and encourage inclusion. Children are encouraged to respect each other; good behaviour, effort and kindness are acknowledged and praised by staff who are good role models and speak to the children and each other with respect at all times. Resources and activities positively reflect diversity.

Parents are very happy with the care and activities and are provided with good quality information about the setting. An effective keyworker system is in place and parents are kept well informed of their child's development and encouraged to be actively involved in their learning and care.

What has improved since the last inspection?

No actions were made at the last inspection.

What is being done well?

- Staff are well qualified, competent within their roles and have access to ongoing training. All staff are very aware of their responsibilities and work effectively as a team. The high adult:child ratio is adhered to at all times providing good supervision. The effective key worker system ensures that individual needs are met.
- There is a wide range of resources and activities provided. Children have opportunities to play alone, in small or large groups and there is a good balance of child initiated and adult directed activities. Children are encouraged and supported to make appropriate choices and discoveries.
- Good risk assessment procedures and daily routines are in place. Staff are vigilant to ensure the safety of all areas is maintained. very effective systems are in place for the safe arrival and collection of children.
- There is a positive attitude toward the inclusion of children with special needs, clear procedures reflect a good understanding of the Code of Practice. Staff work closely together with parents and the Area Special Educational Needs Co-ordinator to ensure all children are appropriately supported to take part in activities and develop in all areas.
- Staff actively promote positive behaviour management strategies and encourage children to take responsibility for their own actions. The children are well behaved, familiar with the behavioural expectations of the group and confident in the routines.

What needs to be improved?
<ul style="list-style-type: none">● detail recorded in the accident book

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)
There are no complaints to report.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
7	Ensure that the accident book is completed in detail to show the nature of the injury sustained and the action taken.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Marlborough Pre-school provides high-quality education where children are eager to learn and are making very good progress toward the early learning goals.

Teaching is very good. Staff have a firm understanding of how children learn and are confident with the Foundation Stage of learning. They are skilled at engaging children, extending their language and challenging their thinking. Children's progress is monitored and regular reviewing ensures that the curriculum meets their individual needs. There are effective processes in place regarding the support of children with special educational needs and the management of children's behaviour.

Leadership and management is very good. The two provider/managers work very closely together and communicate effectively with their deputy and the rest of the staff team. Staff have annual appraisals and there is a commitment to ongoing staff development, training and sharing of knowledge and skills. Staff take on specific roles and responsibilities and are enabled to attend a range of training workshops and courses. All staff take an active part in planning and evaluating the effectiveness of the curriculum.

Partnership with parents is very good. Parents feel valued and welcome in the pre-school and are actively encouraged to be involved in their child's education. Good quality information detailing the curriculum is displayed and they are kept well informed of their individual child's progress toward the early learning goals through individual discussions with the key worker.

What is being done well?

- Staff use excellent strategies to promote good behaviour and consideration for others. They give children clear and consistent boundaries and positively acknowledge effort, thoughtfulness and good behaviour. The use of a "sunshine tree" to display the name of children who have responded particularly well to individual expectations works very well. Staff use their skills to help children to listen and be aware of others through simple rhymes and the use of props to aid concentration.
- The support for children with special educational needs is well planned. Staff work closely with parents and other agencies ensuring that children receive consistent and appropriate care and support encouraging their development. Parents are kept fully informed and involved.
- The staff work well as a team and are fully aware of their roles and responsibilities due to the good leadership and clear organisation of the setting. The leadership team are committed to ongoing improvement and evaluation of the service provided.

- The organisation of resources provides children with good opportunities to self-select items and work independently. Children are motivated to learn due to the wide variety of well planned activities that encourage them to explore and investigate.
- Children benefit from effective teaching, good planning and a wide range of resources to enable them to extend their creative skills and express themselves through art, music and role play.

What needs to be improved?

- the use of resources to encourage children's understanding of the wealth of print

What has improved since the last inspection?

Very good progress has been made in response to the actions made at the last inspection

Good systems have been introduced and developed to provide ongoing monitoring of the educational programme. The style of planning has been reviewed and there is a clear link between long, medium and short term planning. Detailed plans clearly show the focus of each activity.

The system of monitoring children's progress has been reviewed, clear evidence is kept of children's achievements and reflected on a simple chart to give an overview. The introduction of an effective key worker system ensures that each child's progress is constantly monitored.

Opportunities for parents to be involved in their child's learning and to keep them informed of their child's progress have been significantly increased. Parents are aware of their child's key worker and can speak with them informally on a daily basis as well as meeting together half termly to review their progress. A week of "open mornings" is held annually for parents to see what the children do with additional information regarding the Foundation Stage of learning available explaining how the different activities help children to progress toward the early learning goals. A parent rota is in place and a home links sheet with ideas as to how to extend the current topic at home is produced half termly.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently express their feelings, they relate well to staff and each other. They are keen to try activities, accessing resources enthusiastically and making decisions about their own needs. Children behave well. They are learning to share, take turns and show consideration for others and show increasing independence for example, pouring their own drinks. Children learn about their local community, different cultures and beliefs through outings, visitors, activities and resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently and converse easily using language to express their needs and opinions. Children link sounds and letters naturally and most can recognise their name, some can recognise other words. They understand that the written word carries meaning, although opportunities to reinforce this are not always fully exploited. Resources encourage children to understand the purpose of writing such as writing prescriptions in the role play hospital and making notes beside the telephone.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show a keen interest in numbers and count confidently up to ten and beyond. They use mathematical language during everyday situations and have a good vocabulary to describe and compare shape and size. They learn about simple addition and subtraction during practical activities and through rhymes. Staff effectively use many opportunities to develop mathematical concepts, for example counting out wipes to clean children's hands before snack.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have daily access to construction toys and confidently plan and create their own designs making good use of the writing area. They have frequent opportunity to learn about the natural world and local environment through outings and interesting activities. Everyday technology is well represented in the role play area, children also access programmable equipment with confidence. Routines and displays support childrens' understanding of time and they speak of past events knowledgeably.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children learn about the importance of keeping themselves healthy through daily routines such as hand washing as well as topics and role play activities such as wearing a face mask when dressing up as a nurse. Children access large equipment with confidence and have good spatial awareness. They demonstrate good coordination whilst using a range of small equipment such as scissors, pencils, cutters and wooden shapes and nails.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children access creative materials easily and express themselves readily through art and craft materials. Children are able to use their imaginations naturally and confidently, responding to stories and creating their own scenarios within different play activities. They confidently sing songs from memory and have frequent opportunities to explore sound and express themselves creatively through the use of music and movement.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no key weaknesses but consideration should be given to the following:
- make more use of resources to encourage children's understanding of the wealth of print

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.