



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109464

DfES Number: 517982

INSPECTION DETAILS

Inspection Date	12/10/2004
Inspector Name	Gill Moore

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Mayfield Pre-School
Setting Address	King George V Playing Field Court Meadow Mayfield East Sussex TN20 6PJ

REGISTERED PROVIDER DETAILS

Name	The Committee of The Management Committee
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ORGANISATION DETAILS

Name	The Management Committee
Address	Mayfield Pre-School King George V Playing Field, Court Meadow Mayfield East Sussex

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

Mayfield Pre-School opened in the 1970's and is run by a parent committee. The pre-school is situated in the village of Mayfield, near to Tunbridge Wells. It operates from a mobile classroom adapted for pre-school use, adjacent to Mayfield Church of England School. Accommodation includes a main activity area, kitchen and toilet facilities and an enclosed outside play area. Children attend from the local and surrounding areas.

There are currently 15 children on roll from 2-5 years. This includes 5 funded 3 year olds and 2 funded 4 year olds. The setting welcomes children with special educational needs and English as an additional language, although there are currently none attending. The pre-school opens Monday to Friday 09:00 - 12:00 during the school term. Children are able to bring a packed lunch and stay until 12:55 Monday, Wednesday and Friday. Children attend for a variety of sessions.

The committee employ a qualified supervisor to be responsible for the day to day running of the group. The current supervisor took over the running of the pre-school in 2002. An additional 2 members of staff are employed to work with the children, one has a child care qualification and the other is working towards a recognised qualification. The pre-school receives support from the early years partnership. It is a registered charity and a member of the pre-school learning alliance.

How good is the Day Care?

Mayfield Pre-School provides good quality care for children.

The pre-school have an effective management structure and clear roles and responsibilities are defined between the committee and the supervisor. The operational plan is a clear indication of pre-school practice and pre-school aims are achieved. The children are grouped appropriately developing secure relationships with staff. The routine allows children to make their own choices about their learning as well as providing opportunities for group discussions and adult-led activities. Space and resources are used effectively and promote children's independence,

allowing them to choose their own play materials. The environment is bright and attractive and inviting to parents and children. Most of the required documentation is in place and this is well maintained and shared effectively with parents.

High attention is paid to ensuring children's safety and staff teach children about how to keep safe and healthy. They discuss the dangers of matches whilst staff light candles on the birthday cake and learn to follow good hygiene routines looking after their bodies. Snack and mealtimes are used well to promote children's independence and staff make the most of all learning opportunities. All children are valued and staff show a good understanding of equality, ensuring resources and activities are available to all children. Staff have a very good knowledge of child protection issues and know how to implement local procedures.

Staff interact well with children and have a good knowledge of their individual needs and family circumstances. The pre-school promotes inclusion and activities and routines are adapted enabling all children to be involved and make progress. Staff continually praise and value children, which impacts on the behaviour and the relationships they build.

Parents and staff establish friendly informal relationships and excellent links are in place between pre-school and the home.

What has improved since the last inspection?

At the last inspection, the pre-school were asked to produce written procedures in the event of a child being lost, procedures to highlight arrangements for outings and to develop the complaints procedure ensuring Ofsted contact details are included and made available to parents.

These procedures have now been developed and agreed with staff and all members of the pre-school committee. Parents have been made aware of these additional procedures and these are now included in the copies of policies provided to all parents.

What is being done well?

- The interaction between staff and children is very good. Staff have a clear understanding of early years practice and use different teaching methods and approaches to suit the needs of the child. They encourage children to explore their own ideas through play and build on their existing knowledge. Staff listen to children and value what they have to say, for example during group discussions and stories.
- The structure and routine of the session is highly effective and has a positive impact on children's learning. Staff plan a good balance of adult and child initiated activities. Children are encouraged to make suggestions and predictions in group story times. They learn how to share and take turns when working in small groups and enjoy engaging in self-chosen activities. All children are fully involved in all elements of the session and play an active role in their learning.

- The pre-school committee work well to support the supervisor and staff on a daily basis. Excellent systems are in place to recruit, appoint and induct new staff. High priority is placed on staff performance and development and appraisals are carried out, encouraging staff to identify their own strengths and recognise areas in which they need to develop.
- Excellent communication takes place between staff and parents and parents are actively encouraged to be involved in their child's learning. They meet to discuss children's progress and are invited to help out in the group. Settling in procedures are flexible and staff and parents discuss individual children daily to ensure they are happy, making progress and their individual needs are met.
- Staff are highly effective in supporting younger children and are flexible around routines. They recognise children need to feel happy and secure before they are able to join in group discussions, for example, and build children's confidence and self-esteem through praise and spending individual time with them engaging in activities of their choice.

What needs to be improved?

- the procedures for the recording of visitors and arrangements for seeking emergency medical treatment.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

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
14	Obtain contact details from visitors and written parental consent to seek emergency medical treatment.

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

How effective is the nursery education?

Mayfield Pre-School offers high quality nursery education where children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have an excellent knowledge of the early learning goals and stepping stones and a secure understanding of how children learn. They use varied and suitable teaching methods, for both three and four year olds, to ensure effective support and sufficient challenges are provided. Staff build on existing knowledge and introduce new skills to children by using information gained from children's assessments to plan what they need to learn next. Effective systems are in place to support children with special educational needs. Staff have an excellent understanding of individual children and develop positive and trusting relationships with them. Sessions are well organised and resources used effectively to support children's learning and encourage them to play an active role in their own development.

Leadership and management are very good and have a positive impact on children's progress. Staff work well as a team and communicate effectively ensuring responsibilities are defined and effective learning takes place. Management recognise the strengths of the pre-school and identify and address areas that need to be improved. Effective systems are in place to monitor and evaluate teaching, the effectiveness of the curriculum planning and the impact this has on children's progress towards the early learning goals.

The partnerships with parents are very good. Excellent relationships are built and staff work effectively with parents to encourage them to play an active role in their child's learning. Parents are well informed about the foundation stage curriculum and topics and activities their child is involved in. They have regular opportunities to contribute to and discuss their child's assessment records and receive written reports about their progress at the end of every school year.

What is being done well?

- Staff make excellent use of planned activities, pre-school routines, self-chosen play and incidental opportunities to extend children's learning. They introduce a very good range of vocabulary, encourage children to solve their own problems and help develop their understanding of concepts they have previously learnt.
- The system to monitor and assess children's progress is thorough and well developed. Staff make general observations on children throughout the session, but a specified activity each week is given an assessment focus. Information gained from this, and other observations, is used to assess children's progress towards the early learning goals. Assessment records are comprehensive and link to the stepping stones in each area of learning.

These are effectively used to plan next steps of learning for individual children.

- Children display high levels of confidence and independence. They enjoy making their own decisions about what they play with and persevere with tasks, without seeking assistance from adults. They respond well to the praise and encouragement from staff and show good self-esteem. As a result, children's behaviour is very good and they develop excellent relationships with staff and their peers.
- Children's early reading skills are very well developed. They have lots of opportunities to recognise sounds and letters and make suggestions about words beginning with the same sounds. They are surrounded by print around the room and recognise that it carries meaning. Children learn to recognise their full names and other simple words.
- Staff are highly effective in providing opportunities for children to practice and develop early mathematical skills. They encourage children to recognise and compare shapes and sizes, to calculate how many adults and children there are at pre-school and to work out how many cups are needed at snack time. They make good use of activities, such as making pasta snakes, to count and practice sequencing.

What needs to be improved?

- opportunities for children to use a range of information and communication technology to support their learning
- opportunities for children to independently access a range of writing materials to further develop emergent writing skills

What has improved since the last inspection?

The pre-school have made very good progress since the last inspection.

There were no significant weaknesses to report, but they were asked to continue to strive to maintain the excellent provision. This has been achieved and the pre-school continue to provide a high quality provision. They monitor and evaluate every aspect of the pre-school to ensure high standards are maintained and children are able to achieve their potential as young learners.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They show very good concentration and perseverance, for example when trying to build the train track. Children are happy, confident and show good self-esteem. They make their own decisions about their play and develop very good independence. Children relate well to staff and their peers and show a caring attitude towards each other. They learn to co-operate and negotiate well and have a good understanding of what is right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's speaking and listening skills are developing well and they use a wide vocabulary to describe their real and imagined experiences. They confidently link sounds to letters and recognise their names. Children enjoy listening to stories and sharing books independently and with their peers. Some children use the available writing materials to write shopping lists during role-play. They learn to form letters correctly, through the introduction of letter land and writing on the blackboard.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children develop their understanding of mathematical concepts through an exciting range of planned activities, self-chosen play and pre-school routines. They practice counting and recognise numerals, for example during registration and begin to calculate and solve their own problems. Children have access to a very good range of resources to practice matching, sorting, threading and sequencing. They are beginning to use a good range of mathematical language through their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children engage in practical activities to develop their understanding of objects and materials, such as planting seeds, cookery and searching for bugs. They carry out simple experiments and are encouraged to make their own predictions about what will happen. Children learn about their environment and the wider world and explore a range of cultures and beliefs. They talk confidently about past and present events that happen at pre-school. Children have some access to information technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are confident in handling a range of tools and materials. They use needles to thread pasta tubes, cutters and knives to mould and make patterns in dough and cut confidently using scissors. Children develop very good skills in climbing and show good co-ordination as they ride bicycles and scooters and learn to negotiate space and stop and start at traffic lights. They learn about their bodies and how to keep healthy through topics, such as the visit to the dentist to learn about teeth.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their senses to explore a wide range of textures and materials. They enjoy opportunities to explore clay, dough, jelly, sand and water and various other media. They use a variety of objects to explore paint, for example leaves, straws, bubbles and sponges. Children's imagination is well expressed through role-play and story telling as well as through creativity. They participate in singing sessions and enjoy learning about sound patterns and rhythm using musical instruments.

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 significant weaknesses to report, but consideration should be given to improving the following:
- increase opportunities for children to access a range of information and communication technology, and to independently access the available range of writing tools and materials across all sessions

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.