



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY292062

DfES Number: 518241

INSPECTION DETAILS

Inspection Date 03/12/2004
Inspector Name Leoarna Mills - Allen

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Merry-Go-Round Pre-School
Setting Address Stokenham Area Primary School
Stokenham
Nr. Kingsbridge
Devon
TQ7 2SJ

REGISTERED PROVIDER DETAILS

Name The Committee of Merry-Go-Round Pre-School

ORGANISATION DETAILS

Name Merry-Go-Round Pre-School
Address Po Box 62
Sherford
Kingsbridge

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

Merry Go Round Pre-school has recently re-opened, and is now operating from a separate portakabin in the grounds of Stokenham Area Primary School. The group serves the local community.

The group is open on Mondays, Wednesdays and Fridays from 09:15 until 12:30, with a lunch club offered from 12:30 until 13:30. On Tuesdays and Thursdays they are open from 09:15 until 15:00. They hope to provide after school care in the near future. There are 29 children currently on roll, including 19 children in receipt of nursery education funding. The group can accommodate children with special educational needs and English as an additional language.

Seven members of staff are employed by the voluntary committee to work with the children, six of whom hold a suitable early years qualification, with the remaining staff member working towards a qualification. The group also employs an administrator. The setting receives support from the Early Years Development and Childcare Partnership, and is a member of the Pre-school Learning Alliance, whose quality assurance scheme the group completed in 2003.

How good is the Day Care?

Merry Go Round Pre-school provides good quality care for children.

The well qualified staff team are supported by a proactive and highly effective play leader. They are particularly well organised, with systems in place to ensure the smooth running of all aspects of the provision. The team creates a stimulating environment for children's play, and staff are skilled in the deployment of resources to encourage children's interest in a wide range of activities. Very minor amendments are required to bring documentation fully in line with the requirements of the National Standards.

Children are safe and secure in an environment where risk assessment systems are effective, and access to the provision is closely monitored. Good procedures are in

place to ensure that children's medical issues are addressed fully. Children enjoy a healthy, well managed snack time. All staff are clear about their child protection responsibilities, and are vigilant in monitoring children's welfare.

Children enjoy a well planned range of interesting and challenging activities. Their individual needs are well known to staff, as a result of efficient key working systems. Children with special educational needs are ably supported by the skilled SEN Co-ordinator. All staff are skilled in encouraging children to give of their best, and as a result, children behave very well.

The partnership with parents is good. Parents receive plentiful amounts of information about the work of the group, and about their child's progress. They are made to feel welcome and to discuss their child regularly, and as such, strong relationships between staff and parents are in evidence.

What has improved since the last inspection?

not applicable.

What is being done well?

- All aspects of the provision are well organised. Staff are clear about the roles; the voluntary committee receives high quality guidance on how to carry out their functions; and the operational plan is regularly monitored.
- Staff are given effective support for their ongoing professional development through training.
- A good range of activities is on offer at every session, with good use being made of both the Foundation Stage curriculum and recent guidance on working with children under three.
- Risk assessment systems work very well in practice, increasing children's access to a safe and secure environment.
- Children with special educational needs are speedily identified and are skilfully supported.
- Children's behaviour is particularly well managed, and as a result, children are polite, considerate and increasingly able to regulate themselves.

An aspect of outstanding practice:

Children's individual needs are very well met. Their progress is closely monitored by key workers who have a clear understanding of their role, and of children's development. The information gathered is used to great effect when planning for the next steps in each child's learning. (Standard 3)

What needs to be improved?

- the clarity of the complaints procedure.

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.)

Ofsted have received no complaints against this provider since April 2004.

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	Improve the clarity of the complaints policy, ensuring the appropriate reference is made to the role and contact details of the regulator.

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

How effective is the nursery education?

Merry Go Round Pre-school provides high quality nursery education, with children making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Adults are skilled in planning an engaging and educationally challenging range of activities, drawing upon their secure knowledge of the Foundation Stage curriculum. Plans are carefully tailored to meet the individual needs of all children, and this is made possible by the very close monitoring of all children's progress by key workers. Staff work hard to create a stimulating environment, ensuring that a broad range of resources is available at each session, and making very good use of outside space as a place for learning. Staff are well deployed, giving children access to high levels of adult support for their learning; these adults readily enter children's worlds, and ask questions that encourage them to think. Staff are also excellent role models for children's behaviour. Children with special educational needs are very well supported.

The leadership and management of the group are very good. The lead practitioner has substantial experience and skill, and as such, is an effective mentor for her team in their ongoing professional development. All staff are involved in continuously monitoring all aspects of the provision, and action plans are promptly responded to.

The partnership with parents is very good. Parents receive ample information about the work of the group, activity plans, and their own child's progress. They receive regular written and verbal feedback about their child's achievements. The pre-school is committed to the further involvement of parents.

What is being done well?

- Staff plan a varied and engaging range of activities that encourage high levels of involvement in children. The curriculum is thoroughly and evenly covered.
- Staff have developed excellent strategies for encouraging children to be polite, considerate and to manage their own feelings and behaviour.
- Children access very regular activities that enable them to develop mathematical problem solving skills.
- Children are confident conversationalists as a result of careful adult deployment, and the fullest use of communication by staff during play.
- Outdoor space is used frequently and imaginatively and is well used by all children as a place for learning across the curriculum.
- The group is led by a reflective, proactive and highly committed practitioner,

who commands significant levels of respect from her staff team, and who in turn, are ably supported in their ongoing professional development.

What needs to be improved?

- the further exploration of strategies for involving parents in their child's learning.

What has improved since the last inspection?

not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children behave particularly well in a group where they are encouraged to be polite, show consideration, and to play co-operatively. They are increasingly independent, making choices about the activities they wish to join in, and sustaining their interest in selected tasks for significant periods of time. They are proud of their achievements. They also have a clear awareness of belonging to a community in which their needs are respected, and where they should afford others the same privilege.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are very confident communicators, possessing strong vocabularies. They enjoy large group discussions, contributing fully. Children also enjoy an environment rich in print, and make good use of books in their play. They recognise their own names, and those of their friends in print, as well as being able to make links between initial sounds and the letters that represent them. Children make very good use of writing and drawing materials, and are increasingly able to write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy regular opportunities to practice counting in meaningful ways, and staff make good use of spontaneous opportunities to extend these skills. They are also increasingly able to solve mathematical problems, understanding concepts of grouping items, or the language of 'one more' or 'one less'. Children make very good use of matching and sorting games, and respond well to teaching about shape, space and measure, using language such as 'heavy or light' accurately.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children access very many meaningful opportunities to learn about cultures other than their own. They also enjoy learning about the natural world, participating in regular trips and outings that extend their understanding. They make regular use of information technology, and freely available resources that encourage them to design and make. They have an increasing sense of time and place, participating fully in conversations about the weather and the calendar, and events in their own home lives.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with balance and co-ordination, enjoying daily opportunities to take part in physical play activities. They make good use of large equipment such as climbing frames, as well as balls and spades in the sand. They have a growing awareness of the needs of their own bodies, discussing clothing for cold weather spontaneously, and saying when they are thirsty. Children access a wide range of small tools and equipment, such as paintbrushes, scissors, playdough rolling pins and cutters.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children have extensive opportunities to explore and comment upon materials such as rice, water, sand, playdough and ingredients for cooking. They enjoy singing action songs and are familiar with a good range of songs in English and other languages. Children make considerable use of role play resources, both inside and out, and extend their imaginative play for significant periods. They respond well to encouragement to make choices and express thoughts and opinions.

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, however consideration should be given to the following;
- explore further strategies for involving parents in their child's learning.

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.