

# Middle Rasen and District Pre-School

Inspection report for early years provision

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**Unique reference number**

EY344802

**Inspection date**

09/11/2010

**Inspector**

Andrew Clark

**Setting address**

Middle Rasen County Primary School, North Street, Middle Rasen, Market Rasen, Lincolnshire, LN8 3TS

**Telephone number**

01673 843250

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Middle Rasen and District Pre-School has been established for over 20 years and in April 2007 was registered in new premises. The pre-school is run by a voluntary committee and consists of the pre-school and an out of school club. The pre-school operates from a separate building in the grounds of Middle Rasen County Primary School in Market Rasen, Lincolnshire. Children have access to a secure enclosed outdoor play area. A maximum of 36 children aged from birth to under five years may attend the pre-school and a maximum of 16 children aged from three to under eight years may attend the out of school club at any one time. Older children also attend the out of school club. The pre-school operates from Monday to Friday during term time only, and the sessions run from 8.40am to 3pm. The out of school sessions run from 7.30am to 8.30am and from 3pm to 6pm.

The pre-school supports children with special educational needs and/or disabilities and those with English as an additional language. There are currently 40 children on roll. Of these, 38 are under eight years and of these 32 are within the early years age group. Of these, 9 are in receipt of funding for early education. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff, including the managers, who work directly with the children. Of these, the managers hold level 6 and level 3 qualifications in early years and over half the remaining staff hold at least level 3 qualifications. The setting receives the support of the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are cared for in a safe, welcoming and child-friendly environment where their individual needs are being successfully met. It is an inclusive provision and everyone, including those with special educational needs and/or disabilities, makes good progress in their learning and development. The experienced managers are well organised and provide clear leadership. The staff team are highly ambitious and work hard to continuously improve in order to enhance the quality of the provision. This is supported by excellent partnerships, both with parents and carers and children.

## **What steps need to be taken to improve provision further?**

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

- improve further the use of observations and assessments to plan precisely for individual children's next steps in learning
- increase the opportunities for children to experience positive images of diversity.

## **The effectiveness of leadership and management of the early years provision**

Procedures for safeguarding and to ensure all staff are suitable to work with children are good. Staff training for all aspects of protecting children's well-being is regularly evaluated and refreshed and all people working with children clearly understand their safeguarding roles. The pre-school has rigorous policies and procedures to monitor children's safety at all times and children's welfare is central to the setting's work. There are good procedures for the administration of medication and recording accidents and injuries and records are well maintained. Staff's organisation of the environment and resources effectively supports children to become independent learners and develop confidence.

Leadership and management are good because the efficient organisation of the pre-school contributes well to the children's welfare and the progress they make. The managers set a clear direction and have high expectations. As a result, staff are reflective and ambitious for the pre-school. They are fully involved in monitoring and evaluating the quality of provision and supporting the planning for future improvement. This is reflected in good levels of training and involvement in projects, such as 'Every Child a Talker' and 'Forest Schools'. Self-evaluation is thorough and accurate. A good feature of the pre-school is the close links with other providers of early years provision, especially the host school. This leads to good professional development, shared resources and consistency for children when they transfer to other early years provision. The pre-school gathers the views of parents and carers and children and acts effectively up on them. The promotion of equality and diversity is good, as staff are well trained and efficient in identifying any barriers to children's success, such as speech and language difficulties, and drawing on their own skills and those of specialist support agencies to overcome them.

There is an outstanding partnership with parents and carers. They are extremely enthusiastic about the care and support provided for their children. They have excellent opportunities to express their views and contribute to decision-making and future planning. The pre-school makes very good use of parents' and carers' specialist skills. For example, they have made an excellent contribution to the quality of outdoor resources and children's healthy lifestyles. Parents and carers receive regular and detailed information on their children's progress and about ways they can support their learning at home. The links with parents and carers make a significant contribution to children's personal and social development.

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

The quality and standards of the early years provision are good because regular observations are made of children's learning and the progress they make. The information is used to plan for children's future learning, although there is not always a sharp enough focus on identifying precisely what next steps are needed

to ensure individual children make the best progress towards the early learning goals. Staff are aware of this and new procedures have been introduced but they are not yet fully embedded. The staff make good use of vibrant and exciting resources, including information and communication technology, to promote all areas of learning and to engage children in decision-making. The motivating enthusiasm of all staff means children are very independent and quickly develop high levels of self-confidence. pre-school encourages children to have a sense of adventure within a safe environment and children move freely between activities indoors and out. The attractive Romany Caravan and Beach Hut, created by parents and carers, make exciting role-play settings. Children are inquisitive and enjoy exploring the natural world. The 'Forest School' planning and resources contribute well to this work. Children's early literacy and numeracy skills are promoted well through songs, puzzles and games. There are many opportunities for mark-making and children take pride in writing letters and instructions for adults. These skills prepare children very well for the future learning. Adults skilfully question children and guide them in their learning. Staffs' skills have been well developed through the 'Every Child a Talker' project.

Children feel safe and learn how to handle tools for woodworking safely by practical application. They recognise safe and unsafe situations and respond well to clear rules and guidance. Children eagerly tidy away their toys and games, whilst singing a cheerful 'tidy up' song. Although the setting celebrates a range of religious and cultural festivals, some opportunities to regularly promote positive images of the diverse world in which children live are missed. The development of healthy lifestyles is good. Staff are well informed about food hygiene and children's dietary needs. Children enjoy participating in the planning and making of snacks and water is constantly available. The secure and attractive outdoor areas make a good contribution to children's progress in all areas of learning. There are good opportunities for children to climb, roll, run and jump and negotiate obstacles, such as large tyres, which help their physical and problem-solving development. These are well matched to children's different abilities and are accessed in all weathers. Children develop self-esteem because they feel valued and cared for. The new baby area provides a nurturing and stimulating environment in a replica of a home setting. For older children, there are comfortable, quiet areas where they can relax and reflect on their busy days.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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