

# Mytchett Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	120133
<b>Inspection date</b>	27/04/2010
<b>Inspector</b>	Deborah Jacqueline Newbury
<b>Setting address</b>	The Mytchett Centre, 140 Mytchett Road, Mytchett, Camberley, Surrey, GU16 6AA
<b>Telephone number</b>	01 252 373073
<b>Email</b>	
<b>Type of setting</b>	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

Mytchett Pre-school is a privately owned setting which opened in 1987. It operates from a large room in the local community centre in Mytchett in Surrey. The group is able to access the main community hall for physical play and children have opportunities to play outside on the community field. The pre-school serves the local community and surrounding areas. It opens five days a week during school term-times. Sessions run from 9.15am to 12.00 noon, Monday to Friday.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for not more than 24 children from two years to under eight years at any one time. There are currently 35 children from two to five years on roll. This includes 21 children who are in receipt of nursery education funding. Children attend for a variety of sessions. The setting welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

A total of seven members of staff work with children, of whom four hold early years qualifications. One member of staff is currently studying for a Level 3 qualification. The setting receives support from the Early Years Development Support team and is a member of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are happy and enjoy their time at the pre-school. They are cared for by kind, caring adults. However, use of self-evaluation and monitoring systems are not sufficiently rigorous to ensure the pre-school is meeting all requirements for the Statutory Framework for the Early Years Foundation Stage. This comprises children's welfare and learning. Arrangements for meeting the individual needs of children and for working in partnership with parents and other settings in respect of children's learning are also not sufficiently well developed.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- conduct a risk assessment and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following a review or incident (Suitable premises, 26/06/2010)

- environment and equipment) (also applies to both parts of the Childcare Register)
- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 18/06/2010
- keep records of the information used to assess staff suitability to demonstrate to Ofsted that checks have been done. Such records must include the unique reference numbers of CRB disclosures obtained and the date on which they were obtained (Suitable People) (also applies to both parts of the Childcare Register) 18/06/2010
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 26/06/2010
- maintain a regular two-way flow of information, knowledge and expertise between parents and practitioners, with a key person assigned to each child who liaises with parents to help support and extend children's learning and development (Organisation) 26/06/2010
- ensure that all records relating to daycare activities are readily accessible and available for inspection (Documentation) 18/06/2010

To improve the early years provision the registered person should:

- develop the systems for maintaining a regular two-way flow of information between providers of other settings that children attend to ensure coherence of learning and development
- develop use of self-evaluation as a means of identifying priorities for development that will improve the quality of the provision for all children.

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

Leadership and management are ineffective in meeting the required standards for the Early Years Foundation Stage. At the time of inspection, the registered person was unable to provide evidence of suitability for one member of staff. There was no record of the unique reference number for the Criminal Record Bureau disclosure and the date on which it was obtained. Furthermore, no evidence could be provided that any member of staff holds a valid paediatric first aid certificate. There is also no thorough risk assessment in place for the premises to identify potential dangers to children and how to address them. These are breaches of requirements and consequently, children are not appropriately safeguarded. However, staff do supervise children carefully and they display a generally satisfactory understanding of issues relating to child protection and their role and

responsibility.

The pre-school has started to identify some areas for improvement. For example, it has applied for a grant to develop an enclosed outside play area and to provide accessible indoor storage facilities to enable children to self-select resources. However, apart from this, there are no effective systems in place for self-evaluation and monitoring to ensure specific legal requirements are adhered to and to set clear plans for identifying and addressing weaknesses in a timely fashion. Progress in addressing recommendations made at the last inspection has been mixed. Whilst some aspects have been addressed appropriately, others have received limited attention. Not all records relating to day care activities are readily accessible and available for inspection and there are no effective systems in place to ensure new members of staff are fully aware of the pre-school's policies and procedures. Pre-school staff have to set up and clear away the room on a daily basis and they make an effort to ensure the hall appears attractive, for example through the display of different educational posters. They get out a variety of play materials for children to explore, although they are confined to these, which limits opportunities for them to follow their own interests.

Children are provided with some resources that reflect different people, which helps them gain positive messages about diversity. They have opportunities to find out about different festivals and traditions throughout the year as they take part in planned activities. Parents provide basic information about their children's individual needs on registration forms and staff advise they seek other relevant information, such as home languages and religions, through informal discussion.

Relationships between staff and parents are warm and friendly, which adds to children's confidence. Parents come into the room when they drop their children off and help settle them. They speak positively about the pre-school, find staff approachable and feel their children are learning. However, partnership working with parents is not sufficiently well-focused on children's learning. Some parents do not know who their child's key person is and are unaware of the progress records being kept on their children. There is no system in place to gather information from parents about what their children can and cannot do nor to encourage them to contribute to their child's progress record. The first time most parents see this is when it is given to them when their child leaves the pre-school. Consequently, staff cannot be sure that all children have their learning and development needs met and that they are able to achieve as well as they can, given their starting points. Staff are aware of the importance of supporting children with special educational needs and/or disabilities and working with other agencies as necessary. However, this joint approach to supporting individual children has not yet been extended to include building effective partnerships with other settings children attend to ensure a joint approach to their individual care and learning.

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

Children enter the pre-school well and separate easily from their parents. They happily engage with staff and each other and show interest in the different

activities and play materials set out ready for them to explore. Staff are attentive to children; they sit and talk to them and offer praise and encouragement, which fosters children's self-esteem and confidence. Children are generally well-behaved and follow known routines that give some structure to their time at the pre-school. They begin to learn how to keep themselves safe as staff intervene to guide them away from potentially unsafe practices. Fire drills are conducted, although not sufficiently regularly to ensure any new children and staff members are fully aware of the steps to follow in the event of it being necessary to evacuate the premises. Appropriate hygiene precautions are taken; staff clean tables and children wash their hands before snack-time. Whilst there has been a little improvement in the range of items provided for snack since the last inspection, overall, children still do not have good levels of choice of healthy options. They cannot independently help themselves to water during the session because this is not accessible to them.

Staff know the children who attend the pre-school and can describe their abilities. However, systems for monitoring children's progress and identifying and planning for the next steps in their learning are not sufficiently well developed across all areas of the curriculum. Planned activities are not organised with the individual needs of children in mind and consequently, do not offer sufficient challenge and stimulation to some children. The management of snack time hinders children's development of independence because staff do not allow them to serve themselves nor pour out their own drinks. Some areas of learning are delivered in isolation from others. For example, on the first day of inspection some children used pencils to complete a work-sheet activity but these were removed afterwards, which meant that children did not have access to paper and pencils to explore mark-making or writing for a purpose during their play. Children visit the mobile library and are taken for walks around the community centre grounds, although they do not visit other local places of interest and they do not experience many visitors to the setting. Children like being outside and enjoy exploring the fixed play equipment behind the community centre or playing with balls. They are confined though to engaging in activities that support physical development as staff do not take out any other resources that link to other areas of learning. However, staff are more successful in supporting children's developing awareness of number and early phonics. As a result, children count competently and show understanding of linking sounds and words. Children are enthusiastic singers who have a repertoire of songs.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

### 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>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
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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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 18/06/2010
- take action as specified in the early years section of the report (Suitability of persons to care for, or be in regular contact with, children) 18/06/2010
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 18/06/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 18/06/2010
- take action as specified in the early years section of the report (Suitability of persons to care for, or be in regular contact with, children) 18/06/2010
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 18/06/2010