

Mytchett Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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

Mytchett Pre-School was registered in 1987. It is a privately owned provision and operates from a large room in the Mytchett Community Centre in Mytchett, Surrey. The group is able to access the main community hall for physical play and children also have opportunities to play outside on the community field. Suitable toilet and kitchen facilities are available.

The pre-school serves the needs of families in the area and the local community. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for no more than 24 children from two years to under eight years at any one time. There are currently 25 children from two to five years on roll. This includes 12 children who are in receipt of nursery education funding. The pre-school welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school is open term time only and operates Monday to Friday from 9.15am to 12pm. Children attend for a variety of sessions. There are six part-time staff currently working with the children, five of whom hold a recognised early years 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 satisfactory.

Children are happy and secure in the pre-school environment and they display positive attitudes towards play and learning. Staff work appropriately with children to ensure they are included and valued. Overall, staff have a satisfactory knowledge of how they promote children's learning and development and children make sound progress, although some areas for development have been identified. The management team is committed towards continuous improvement and has started to make improvements to the provision since the last inspection. However, systems for self-evaluating the quality of the pre-school are still in their infancy, meaning some gaps in the quality of the provision remain. Children's welfare needs are suitably safeguarded with one main weaknesses with regards to required paperwork and documentation. A healthy lifestyle is promoted and children learn how to stay safe.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents about who has legal

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contact with each child and who has parental responsibility; obtain clear written parental permission for each child for the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).

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

- further promote children's literacy skills by developing more systems to show that print carries meaning
- ensure routines and staff deployment enable children to remain focused with their learning at all times and improve the existing arrangements for managing children's behaviour during whole group times
- improve planning and assessment systems by ensuring staff accurately record children's achievements against the relevant area of learning and consistently identify children's next steps for learning; make it clear how this information is used to plan activities to meet children's developmental needs, and ensure structured activities are consistently implemented, so effective learning takes place
- improve the partnership with parents and carers by ensuring that the pre-school policies and procedures are readily accessible to them, and improve opportunities for children's developmental progress records to be shared with parents to enable them to further support their children's learning
- improve the existing arrangements for ensuring the ongoing suitability of staff by conducting formal staff appraisals
- continue to develop the use of self-evaluation as a means of identifying priorities for development that will improve the quality of the provision.

The effectiveness of leadership and management of the early years provision

Children are generally well safeguarded through appropriate systems and procedures. The staff have sufficient knowledge of safeguarding and the action to take if they were concerned that a child is at risk of abuse. Recruitment and induction of new staff is sound, although there are no formal appraisal systems in place to ensure the ongoing suitability of staff. All staff are vigilant and supervise children well, using risk assessments to manage safety within the setting. Each child's personal information is stored securely to maintain confidentiality. However, the group does not record information about who has legal contact and parental responsibility for the children, and has not obtained clear written parental consent to seek emergency medical advice or treatment, which could compromise children's safety.

The system for self-evaluation is satisfactory, although it is still in its infancy. The manager has started to reflect critically on the setting's strengths and weaknesses to identify key areas for improvement. For example, she has introduced new systems to assess children's development and has purchased new storage units to aid children's independent selection of toys. However, these units are not yet in

use and other areas for improvement have been identified at this inspection. The actions and recommendations raised at the previous inspection are being satisfactorily addressed. For example, the required records are now readily accessible for inspection and partnerships with parents are improving, although parents have still not had an opportunity to look through their child's development records. Staff work well together as a team and have a good attitude towards further training. However, the lack of appraisals prevent staff and management from being able to formally discuss performance and plan for future development.

The environment is clean and well maintained, providing a pleasant, healthy environment for the children's care and play. The pre-school is made welcoming to children as the hall is prepared in advance with a range of toys and activities. Children settle straight into activities on arrival and move around freely, choosing what to play with from a range of resources that are of a safe, clean condition. Children's ability to follow their own interests and self-select resources is currently limited although this is being addressed. Staff currently rotate the resources mid-morning to provide the children with new activities. The staff sufficiently promote equality and diversity and take positive steps to ensure an inclusive environment is provided. Children gain an understanding of their own community and the wider world as they invite people from the community to visit, celebrate a variety of festivals and access some resources that reflect different aspects of social diversity.

The pre-school is continuing to establish positive relationships with other providers delivering the Early Years Foundation Stage to children who also attend the setting. There is a friendly relationship with parents who feel able to approach staff. Parents speak well of the group and staff, commenting that the staff are caring and provide a happy environment. Parents and staff share information informally at the beginning and end of the session about children's special achievements, any concerns and so on, helping to secure the links between home and pre-school. However, there are no effective systems in place to formally share children's progress with parents. Parents do not have access to children's development records, however, they are generally pleased with the service they receive for their children and the progress they are making. Parents are mostly informed about the organisation of the group by means of newsletters and a display of other information on the notice board. A file of the pre-school's policies and procedures is available to view, but this is not easily accessible to parents.

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

Staff know the children well and implement the key worker system appropriately to ensure they are informed of children's individual needs. Positive relationships are established which helps children to develop a sense of trust. Staff have a sound working knowledge of the Early Years Foundation Stage and use this to plan and implement a range of activities and experiences across the six areas of learning. They use various teaching methods to gain children's interest and help them develop. However, during the session there are times when children's learning is

interrupted and they find it difficult to focus their attention, with staff completing routine clearing up tasks around them. The children are not always occupied well at this time which causes the noise levels to rise.

The planning systems are satisfactory and cover all six areas of learning, although some planned structured activities do not always take place, which can impact on the children's learning. Management have recently introduced new observation and assessment systems with the intent of making children's development records more personal to each child. Each child's record will have an observation and development sheet for each of the six areas of learning. However, staff are not always able to record their observations under the relevant area of learning as they have not yet been provided with all the development sheets. Staff do not always identify children's next steps for learning following an observation or clearly link it into the planning of future activities. As a result, the environment and activities may not always be planned effectively to support or challenge all children to progress as much as they can.

Children are content and enjoy themselves whilst at the pre-school. They are beginning to play co-operatively with other children and demonstrate an awareness of their boundaries within the setting. However, children sometimes struggle to sit and maintain attention during group times, such as circle time. Children are familiar with the rules and routines of the pre-school, and all children help to care for their environment by tidying up. Staff encourage good manners and offer praise and encouragement to the children, which helps build their self-esteem. Children talk about their ages and recognise and name colours and shapes. The Wednesday sessions are more geared for the older children in preparation for school, and there is a strong focus on promoting children's awareness of number and early phonics. Children discuss subjects such as the weather each morning with staff although the weather chart is not always completed. Children confidently use the computer and build with a range of construction materials. They enjoy expressing their imagination through role-play and are enthusiastic about art and craft activities. Children thoroughly enjoy taking part in familiar and favourite action rhymes and songs, and sing beautifully in preparation for their Christmas play. The limitations of the building prevent staff from displaying a range of the children's work on the walls. Some educational posters are displayed, but there are no signs or labelling around the room to help children learn that print carries meaning.

Children enjoy healthy snacks of fresh or dried fruit and drinks of water or milk as they participate in a social snack time with their playmates. Water is available throughout the session to prevent the children from becoming dehydrated. Children show a sound understanding of good hygiene procedures and are well protected as the majority of staff have attended paediatric first aid training. Arrangements to minimise cross infection and ensure good standards of hygiene indoors are sound. All children show a strong sense of security and feel safe within the setting. They learn how to keep themselves safe through discussions with staff and taking part in regular fire drills. Staff are generally providing children with the necessary resources, activities and opportunities they need to help them gain important skills for the future.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	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:

Met

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

Met