

# Mylor Bridge Pre-School

Inspection report for early years provision

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**Unique reference number**

EY261851

**Inspection date**

23/11/2010

**Inspector**

Lynne Bowden

**Setting address**

The School Room, Comfort Road, Mylor Bridge, Falmouth,  
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**Telephone number**

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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*.

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## **Description of the setting**

Mylor Bridge pre-school is committee run and was registered to provide day care in 1971. It operates from the newly refurbished chapel school room in Mylor village, near Penryn, in Cornwall. All children share access to a secure enclosed outdoor play area. The pre-school is open each weekday from 8:30 am to 12 noon during term times only. The setting is registered on the Early Years Register for a maximum of 20 children at any one time.

There are currently 14 children aged from two to under five years old on roll. Children come from the local catchment area. The pre-school supports children with learning difficulties and or disabilities. Some children also attend other providers of the Early Years Foundation Stage.

The pre-school employs six members of staff who work directly with the children. Of these, all hold appropriate early years qualifications. The setting receives support from the local authority and Pre-school Learning Alliance.

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

Overall the quality of the provision is good.

Children are confident and secure at this welcoming setting. Staff plan and provide a range of activities which interest children and promotes their learning and development. The staff identify some of the settings strengths and weaknesses. They work effectively with other agencies to meet individual children's needs and support their transition into school. Parents are well informed about and actively involved with the provision and their children's achievements and progress.

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

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

- develop systems to share relevant information with other settings attended by the children, to ensure continuity and coherence of care
- develop existing policies further to include procedures to monitor staff's continuing suitability.

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

Children are safeguarded by the effective recruitment and vetting procedures which ensure that children are cared for by suitable and qualified staff. The training staff have received, supported by the safeguarding children policy and procedures, enables staff to act appropriately to safeguard children. However,

procedures do not clearly state how management monitor the staff's ongoing suitability. Regular risk assessments are carried out to keep the environment safe and the premises are secure.

Staff ensure that children develop good hygiene habits, by reminding them to wash their hands at appropriate times. The setting has effectively met the recommendations made at the previous inspection, establishing a key worker system and identifying children's next steps.

Observation and assessment records clearly show each child's progress and staff provide activities to suit children's abilities and provide appropriate challenge. Staff serve healthy snacks including fruit and breadsticks, along with drinks of milk or water.

Staff are welcoming and share information with parents, both informally each day and through their children's learning journals, which parents contribute to. The setting works effectively with other agencies such as the speech therapy service to meet children's individual needs. Staff are all made aware of individual children's medical needs, such as allergies and treatment. The staff work well with the local school to support children's transitions there. They also share information with some other providers of the Early Years Foundation Stage, but have not established clear systems to promote this practice.

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

Children are confident and secure at this welcoming setting. Staff plan and provide a range of activities which interest children and promotes their learning and development. The staff identify some of the settings strengths and weaknesses. They work effectively with other agencies to meet individual children's needs and support their transition into school. Parents are well informed about and actively involved with the provision and their children's achievements and progress.

## 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	2

### 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	2
The extent to which children develop skills for the future	2

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