

Shenley Lodge Pre-School

Inspection report for early years provision

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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

Shenley Lodge Pre-School was registered in 1983. The pre-school is located in the meeting place located on Shenley Lodge, Milton Keynes, Buckinghamshire. A committee of volunteers manages the pre-school.

The pre-school operates from the community hall; children use the main hall, a side room, and the toilet and washing facilities. There are two fully enclosed outside areas at the front and rear of the building. The pre-school opens Monday to Friday 9.00am until 4.00pm and children attend a variety of morning, afternoon or all day sessions. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children aged from two to under five years attend at any one time. There are currently 68 children on roll, all who are in the early years age group, of these, 48 receive funding for nursery education. The setting meets the needs of children with special educational needs and /or disabilities, and for children who speak English as an additional language. The pre-school operates term time only. The setting employs eight members of staff who work directly with the children, one member of staff is qualified to level 5 foundation degree in early years, 5 are qualified to level 3 in childcare and two are qualified to level 2. Several members of staff are furthering their qualifications, one member of staff is completing a top-up to her degree, one member of staff has enrolled on the Foundation degree, and other staff are completing level 3 and level 2 in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled, interested and involved in a setting where staff have a clear understanding of the needs of each individual, valuing their uniqueness. The highly successful partnerships ensure good outcomes for children. Staff work well together as a team and regularly review their practice and develop ideas for further improvements. Children confidently explore the surroundings and are able to mostly make free choices independently. Required documentation is in place although some lacks sufficient detail.

What steps need to be taken to improve provision further?

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

- maintain an accident record which includes the time of the accident and details of injuries sustained 07/02/2011

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

- review the environment to ensure that every child can access all resources independently

The effectiveness of leadership and management of the early years provision

Children are cared for in an environment which is safe and secure. Staff follow effective procedures and are vigilant at all times to ensure the protection of children. Detailed effective risk assessments are completed. Children are safeguarded as relevant required policies and procedures are in place, including information about the child's individual requirements such as health and dietary needs to promote their well-being. However, although records of accidents are in place these are not effectively maintained with sufficient detail in order to protect the child. Staff have an accurate understanding of the signs and symptoms of abuse and neglect and have a precise understanding of the processes to follow and local contact details.

The drive and commitment of the leadership and management is clearly visible. The staff team are dedicated and successfully work together to ensure further improvement, where effective monitoring and tracking systems are in place to analyse children's progress and set individual realistic targets and challenges. A high percentage of staff are qualified and continue to further their qualifications. Children benefit as staff update their knowledge and understanding of current practices as they regularly attend local training courses which they share with other members of the staff team and parents. For example, staff completed a 'write dance' course to develop emergent writing with movement which they have presented to other staff members and parents. A good range of resources are available, although storage and the access to some resources are not always easily accessible to all children. The provider shows a commitment to and develops children's understanding of sustainability as they grow vegetables in the garden and use materials for recycling in the craft area.

Children benefit as they are exceptionally well supported by adults who have an accurate knowledge and understanding of each child's background through the excellent relationships built with the parents and carers. All parents spoken to at the inspection spoke very positively about the setting and commented that the staff 'go out of their way to meet the needs of the children' and 'they want your child to do the best they possibly can, they want your child to succeed'. Children receive excellent support as the setting operates with high adult to child ratios. They effectively and actively support equality and diversity to ensure all children are included. The dedication of the team ensure that they successfully identify and take steps to narrow achievement gaps in children's achievements, where their flexible approach values each child as an individual. Highly effective links are promoted with outside agencies and other professionals to ensure the best possible outcomes for all children. The inspiring partnerships forged with the local school including sharing ideas and regular visits ensure children's smooth transition onto school.

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

Children's understanding of developing a healthy lifestyle is effectively promoted through the snacks provided and access to fresh air. Children independently make choices as they serve themselves from a wide range of fruit, vegetables and carbohydrates and discuss foods that give them energy. Effective hygiene practices and procedures contribute to minimising the spread of infection. Children enthusiastically free flow between inside and outside accessing the well resourced and organised outside learning environments as they explore the natural world, climb on climbing frames, weave with different fabrics, share books and are creative. Children are secure in the setting and develop a strong sense of belonging. Children are aware of what is expected of them, through well organised, familiar routines where they develop an understanding of keeping themselves and others safe through the support of adults.

Children's communication, language and literacy are strong within the setting. Children confidently identify their name and self-register on arrival and some identify the names of others. Children have many opportunities to mark make and their skills are supported and developed by regular use of the 'write dance' programme. Staff are skilled at talking to children and extend children's vocabulary through asking questions to make them think and introducing new words. Children enthusiastically participate in circle time which is divided into smaller groups in order to meet individual needs. Pictorial signs and time lines are used to support children's communication and promote their sense of security in this fully inclusive setting.

Children benefit from a wide range of activities and staff skilfully plan adapt and differentiate activities in order to meet the needs of all children. Staff make regular observations and assessments which parents contribute to and are shared with parents on a regular basis. Children settle well and show a strong sense of security as new children to the setting cuddle into staff when they need comforting and reassurance. Children are extremely confident and have high levels of self-esteem which is promoted in a setting where all children are highly valued. Children build excellent relationships with all adults and their peers, they show responsibility in the setting and behaviour is exceptional.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	1
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

Outcomes for children in the Early Years Foundation Stage	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

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