

# Malyons Preschool

Inspection report for early years provision

---

**Unique reference number** 203873  
**Inspection date** 19/01/2011  
**Inspector** Suzanne Stedman

**Setting address** Northlands Park, Community Hall, Felmores, Basildon,  
Essex, SS13 1SD

**Telephone number** 01268 450 158

**Email**

**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Maylons Pre-school is operated by a committee. It opened in 1984 and operates from a community hall in Basildon, Essex. All children share access to a secure, enclosed, outdoor play area. Access to the premises is on ground level. A maximum of 26 children may attend the pre-school at any one time. The pre-school opens five mornings a week during school term times. Sessions are from 9.15 am until 12.15 pm.

There are currently 38 children on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions. The pre-school serves the local community and surrounding areas. The setting supports children who have special educational needs and/or disabilities or who have English as an additional language.

The pre-school employs five staff, of whom all the staff, including the manager hold appropriate early years qualifications. There is one member of staff currently working towards a recognised early years qualification. The setting receives support from the local authority.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, relaxed and settled in the welcoming group environment. They enjoy a varied range of activities and learning experiences which effectively help them to make good progress across all areas of their learning. The outdoor area is well used with children spending a good proportion of their time outside. Parents are valued as partners in their children's learning. Close links with local schools such as the children visiting the school before they start and the schools visiting the group, enable a smooth transition for children as they progress into full-time education. Effective systems for monitoring and evaluating the provision enable the supervisor and staff to identify areas for continuous improvement, however there is limited information currently entered in children's assessment records relating to their next steps.

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

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

- develop children's assessments records to clearly identify their next steps.

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

Children are safeguarded as robust recruitment procedures are in place and all adults having access to children are suitable to do so. Staff members have a secure understanding of the safeguarding procedures and attend relevant training to update their knowledge. Risk assessments are carried out for inside, outside and on outings. As a result, children play in a safe and secure environment where their safety is given high priority. Staff are appropriately deployed throughout the sessions to ensure that children are well supervised in all areas. All the required documentation is in place.

All staff employed are suitably qualified and experienced. They are highly motivated and work together very well as a team. They have a very good understanding of the Early Years Foundation Stage and of how to support children's development successfully. They act as good role models, use effective teaching methods and offer children lots of praise and encouragement. As a result, children are at ease, confident and make good progress. Sensitive settling-in procedures are developed for each child in conjunction with their parents or carers. Children are valued as individuals and their choices and contributions respected. They have good opportunities to learn about different cultures and traditions through activities and displays.

The environment is planned to offer children a stimulating and welcoming environment. Furniture, toys and equipment are of good quality and well organised to enable children to play in comfort and safety and make real choices in their play, consequently developing their independence and decision-making. Parents receive good information via the noticeboard and in conversation with the key workers and staff. Parents are able to speak to staff on a daily basis and to attend events such as a parents' evening and stay and play sessions. The group has formed links with outside agencies and other settings delivering the Early Years Foundation Stage.

The supervisor and staff use self-evaluation systems to reflect on their practice. Strengths and areas for improvement have been highlighted and the setting recognises the importance of ongoing evaluation to further enhance the quality of the provision for children.

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

Children are happy, confident and settled in the child-centred, welcoming environment. Staff set out an interesting and motivating range of activities on a daily basis which cover all areas of children's learning and development. Staff skilfully allow activities to move on as the children develop and become engrossed in their own ideas. Planning is balanced across all areas of learning and focuses very much on children's interests which ensure activities are meaningful and children are actively engaged. Staff know the children well and effectively support

children's learning through their active play and exploration. They promote learning in all areas, for example, they promote clarification, colour sorting, arranging items in size and weighing them to establish the lighter and heavier objects. Children's assessment records are in place. However, these need to be developed to clearly identify the children's next steps. Therefore children's progress is not fully maximised.

Children communicate confidently with staff who listen attentively. They are taught signing and use this for greetings and name recognition. The snack tables are a very good use of a social occasion with children and staff sitting together and talking about and trying different fruit and vegetables. Children enjoy books as they sit and listen to story time. Children are praised frequently for their efforts and achievements, promoting their self-esteem. They are becoming independent learners as they eagerly select resources and initiate their own games. Children are very involved in the local community, visiting the local park and attending fancy dress fundraising events. Children enjoy being creative with activities such as, creating patterns with different coloured sand and have fun identifying different parts of the body while participating in an activity relating to the current topic 'all about me'.

Children are developing a good understanding of how to keep themselves and others safe whilst inside and outside the group. Children are offered healthy snacks such as, cucumber, apple, orange and bread sticks. Children manage their personal hygiene routines well with free access to the toilets and wash basins. They enjoy energetic games in the outside play area and on outings to the local park. Children behave well because they are motivated and busily occupied. Staff provide good role models and help children to share and take turns. Children are learning good skills for the future as they learn to be independent, form relationships and progress in their learning and development.

## 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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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