

Marlborough Pre-School

Inspection report for early years provision

Unique reference number	EY265517
Inspection date	16/02/2011
Inspector	Caroline Preston

Setting address	Cranham Community Centre, Marlborough Gardens, Cranham, Essex, RM14 1SR
------------------------	--

Telephone number	01708 220 941
-------------------------	---------------

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.

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
W: 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

Marlborough Pre-school is a privately owned pre-school playgroup. It opened in 1975 but has been under current management since 2003. It operates from two playrooms in Cranham Community Centre which is situated in a residential area of Cranham, Upminster in the London borough of Havering. Children have access to an enclosed outdoor play area. It is open each weekday from 9:15 to 12:15 term-time only. The pre-school is registered on the Early Years Register. A maximum of 30 children may attend the pre-school at any one time. There are currently 39 children aged from two to under five on roll, some in part-time.

The pre-school employs nine staff, eight of these, including the manager hold appropriate early years qualifications to National Vocational Level 2 or 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are met overall, a well developed knowledge of each child's needs makes sure that staff successfully promote children's welfare and learning.

Children are safe and secure and learn about safety through topic work and visits from the local police and firefighters. Strong partnership with parents supports, children's education and welfare. Partnerships with other professionals, also supports the needs of the children. Detailed self-evaluation supports improvement and better practice.

What steps need to be taken to improve provision further?

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

- extend and introduce vocabulary to enable children to talk about their observations and experiences in more detail

The effectiveness of leadership and management of the early years provision

Children are safeguarded well, as staff are knowledgeable of child protection procedures, they are aware of possible signs and symptoms and there is a designated staff member. All staff have undergone suitability checks. Parents are made aware of safeguarding policies through parent's booklet. Risk assessments are carried out daily for both inside and outside the setting, this supports children's safety and welfare. All required documents are in place to support the smooth running of the setting, which includes a daily register of both children and staff attendance, record of accidents/incidents administration of medication. All staff are first aid trained and certificates are displayed.

Resources are used very well, to support children's learning both playrooms are used as well as the garden. Children move between rooms, being supervised well by staff and allowing children free choice and independence. All staff are qualified in child development and attend regular training courses, including first aid, child protection and the curriculum. Resources include, sand, water, book corner, floor play, drawing /writing table, construction toys. Also available to children are small world play, games table, role play area, computer/technology toys, cars and wheeled toys. Children also access daily, musical instruments, puzzles, mathematical area and puppets.

Staff work closely with parents in order to meet the needs of the children, for example parents are invited to meet with key workers at least three times a year, to discuss their child's progress and achievements. A parent satisfaction questionnaire is distributed to all parents towards the end of each school year. The aim of the survey is to measure the satisfaction level of parents whose children access our provision and to highlight any areas for improvement. Children have also been asked for their views, this is supported by parents using a thumbs up/thumbs down answer format to ascertain the likes and dislikes of the children. There is also a parent representative who attends staff meetings. Parents receive well written information about the setting including policies and procedures. Staff work in partnership with other professionals, for example the speech therapist and local nurses, who support children with minor medical conditions such as asthma. The setting has links with the local schools who visit to meet the children before they start school. Other professionals such as the police and local firefighters visit the children to discuss their role within the community.

Staff promote equality through practice, for example learning about each child's needs from the parents and through observations. Each child is treated fairly and are taught to respect each other through play and behavior rules. Staff work closely with other professionals to support children's needs, such as the speech therapist. Throughout the year a range of festivals are celebrated and play resources promote differences. Policies and procedures reflect practice, which is fair and equal.

Regular self-evaluation supports children educational and welfare needs. For example the setting has encouraged older members of the community to visit the setting, such as grandparents. Also the staff identified that children's interests were not being noted, which they now do. Also improvements to the outdoor area for example, adding blackboard paint, ponchos and wellies in wet weather. Also identified for further improvement, staff training specifically Early Years Foundation Stage for staff and to keep staff's drive and enthusiasm to improve.

The setting capacity to maintain continuous improvement is supported with training and new ideas gained from attending meetings with other professionals and learning from them. The setting are currently embedding ambition through ongoing work with the garden area, for example installing safety flooring, and play equipment including the climbing frame and growing area.

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

Children make good use of the two large playrooms which offer many different play resources for them to learn from. They skillfully manoeuvre trains around the large train track using their imagination. They dress up in many different costumes including animal outfits, and Disney characters, they pretend play with small prams and carry cots, acting out real life scenarios. Children create patterns on biscuits, which they take home. Children learn about road safety as they pretend play and become the lollipop person, they use the traffic lights and road mat, wearing reflector jacket. Children build with large bricks, fitting pieces together and working in small groups. Children are involved in solitary play as they enjoy playing on the mat with animal and fun shapes. During registration children discuss the setting's rules, for example friendly faces and voices, friendly hands and feet and doing their own jobs.

Children learn about patterns through finger printing, which relates to the visit they have from the local community police officers. They learn through topic work, for example all about me, which is based around settling in, my favorite things, my family and my body.

Children celebrate bonfire night and Diwali, they learn about the signs of autumn, the weather, Eid, water, Noah's ark, Hanukkah, St.David's day and Christmas

Children discuss and learn about people that help us, for example the post person, dust person and recycling, they plant and grow in the garden. They learn about doctors and nurses, vets and pets, Chinese New Year, firefighters, police and road safety. During spring term children are involved in topics about plants and growing, underground, on the farm, St Patrick's Day, mini beasts, eggs, Mother's Day, Easter. During the summer term, children learn about places around us, St George and his dragon, homes, May Day, around the town, the seaside, around the world, musical sounds. They enjoy learning about, musical sounds, night and day sounds, dinosaurs, superheroes, space, nursery rhymes and fairy tales. This supports children's progress through the early learning goals and their individual achievements, which staff observe and record, showing stages of learning for every child. Staff are knowledgeable and aware of each child's progress, staff work individually with their key children, and they are supportive of children during play, using language and questions to challenge children in their learning. However, some staff miss opportunities to introduce new vocabulary about children's observations and experiences.

Children learn about their own safety through safety rules and a variety of topics such as road safety, visits from the local firefighters and community police. Children learn about healthy lifestyles through rolling breakfast table, cereals, milk and water. Children learn that doors/gates are locked to keep them safe and boundaries are set for a reason. When outside the setting children hold hands with a partner and walk in a line along the road, they understand why fire drills are carried out. Books are read to the children which focus on keeping safe and what do such as Don't be a bully Billy and Teeth are not for biting.

Staff discuss with the children healthy foods, fruit of the day are offered to children during snacktime. Children are offered rewards such as stickers to encourage eating different fruits, staff support children with any dietary requirements. Children are encouraged to use wet wipes to clean their hands, staff supervise children during toileting, encouraged to wash hands with soap, and flush the toilet. Children access the garden every day, which encourages physical development. Visual aids and posters around the setting and in the toilet area to promote good hygiene such as washing hands, disposing of tissues and covering a cough.

Children learn about others through celebration of a range of festivals and access to play resources promoting differences, they learn to respect each other and understand right from wrong. Children learn about skills for the future through access to the computer such as Giglesbury castle, jay jay the jet plane all games are in three levels which they self-select, staff support children depending on what level they are at. Children are currently growing daffodils and early spring bulbs, mint, lemon and other herbs including vegetables such as, potatoes. Outside professional is called upon should individual children need support with communication skills and recently upon request SALT visited and suggested giving children choice at certain times to encourage verbal communication and game play strategies to promote communication development and how to work with children with EAL. This supports the welfare of children.

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	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

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	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

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