

Mother Goose Pre-school

Inspection report for early years provision

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Inspector Hilary Preece

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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

Mother Goose Pre-school was registered in 1992. The group is a registered charity managed by a voluntary committee. It operates from the village hall in Wimpole, near Royston, Hertfordshire. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 9.15am until 12.15pm. There is an optional lunch club that operates each day until 1.15pm. Children are able to attend a variety of sessions. A maximum of 24 children may attend the pre-school at any one time. There are currently 28 children attending who are within the Early Years Foundation Stage. The pre-school provides funded early education for two-, three- and four-year-olds and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs six members of child care staff. Of these, four hold appropriate early years qualifications at Level 3 or above. One member of staff is working towards a Level 3 qualification. The setting is a member of the Pre-school Learning Alliance. The group is working towards the quality assurance programme 'Reflecting on Quality' and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are kept safe and secure. Most procedures to support their well-being are effectively carried out and children's needs are met. Strong partnerships with parents and beyond the setting enable all to work together to support children's learning and development and provide for any additional needs. Activities and routines generally enable children to enjoy their learning and make good progress given their starting points. Accurate self-evaluation and reflective practice based on the needs of those using the service enable clear priorities for development to be identified and acted upon. Thus, there is good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure all routines and experiences are appropriate to each child's stage of development as they progress towards the early learning goals, with particular reference to the organisation of group activities
- ensure that CRB disclosures are handled in accordance with the CRB's Code of Practice and Explanatory Guide, with reference to confidentiality and storage of disclosures.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are managed well overall. There is a formal process for staff recruitment and high expectations for ensuring staff with suitable qualifications and/or experience work with the children. Appropriate vetting is carried out before staff work with children but systems for the storage of Criminal Records Bureau disclosures do not comply with guidance and compromise confidentiality. All staff and committee members understand their roles and responsibilities with regard to implementing the safeguarding children procedure and following Local Safeguarding Children Board guidance. Staff attend training in safeguarding from time to time to refresh their knowledge and all staff hold a current first aid certificate in order to attend to children's medical needs. The environment is risk assessed to ensure it remains safe and fit for purpose, regular fire drills are practised and staff are well deployed to provide appropriate levels of supervision as children move around the premises.

The staff team and committee work well together and involve parents to create a strong sense of community. Staff are encouraged to develop further skills and knowledge through training and fresh ideas are generally welcomed. Self-evaluation is effective in identifying where most improvements can be made. The pre-school has followed recognised quality assurance schemes in the past and is embarking on a new scheme currently. Clear and achievable targets are set and there is evidence that actions have led to improved outcomes for children. For example, the ongoing development project for the outdoor area has meant children have far greater opportunities for imaginative, physical and exploratory play in the garden. The views of parents are formally sought and following the very careful analysis of their most recent comments the pre-school has introduced a number of initiatives to enhance the links between the setting and home. Children can now borrow a selection of books and resource packs to play with their parents at home together with guided information for parents about how various activities can support learning and development. Additionally, link books are used to provide those parents who do not take or collect their children in person to be kept well informed about children's developments and parent consultations are more flexible to meet the needs of all parents. Parents are well informed overall about the provision and receive good quality information via the prospectus, newsletters and notice boards.

Partnership working is well developed. Valuable links with the local schools enable information to be shared by key people and provide opportunities for children to take part in school events. This effectively eases the transition as children move from the pre-school to reception class. The pre-school swiftly seeks advice and support for individuals with additional needs or different groups of children so that all children are given the best chances to make progress. Regular input from outside agencies helps staff plan targets and monitor progress based on individual need and provides specific guidance on how to meet the needs of those from minority ethnic groups.

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

Children use a bright, welcoming play environment. It is generally well-planned and equipped with a wide variety of stimulating resources to support their learning and development. Particular emphasis is placed on providing opportunities for children to have fun and develop their learning in the outdoor environment. Simple games are made fun and appealing, such as, when hunting for ten pieces of treasure around the garden. They take part enthusiastically and develop problem solving skills as they work out how many pieces are missing if they have already found eight. Children develop good imaginative play and learn to express their own ideas as they play in the wooden pirate ship or ask for more petrol as they pedal bikes around the play ground. Children can sit quietly and look at books or sit under the tree to draw. A new digging pit sparks lots of interest and physical activity and children confidently explore the musical instrument box outside. They clearly enjoy being active and show growing awareness of the impact of exercise on their bodies. Some children recognise that when they have been running around outside; they can see their breath and need a drink to cool down.

Children are happy and settled at the pre-school. They build positive relationships with their key persons and other adults and children which helps them feel safe and secure. They show respectful behaviour towards their surroundings and the needs of others. For example, they are keen to help adults with responsible tasks and help keep the room tidy by sweeping up sand spilled on the floor. They respond positively to expectations for behaviour, such as, lining up sensibly when moving between indoor and outdoor play. Some useful visual aids are used by staff to help children recognise when their voices may be getting too loud so that they begin to take responsibility for their actions. Children are introduced to difference and diversity in practical ways. They understand that some people have disabilities that prevent them from walking and find out about people from around the world through activities and contributing to displays. Children develop independence and become self-reliant through daily routines such as changing their footwear, putting on their coats, pouring drinks, using the toilet and washing their hands. They make choices about what to play with, select a range of dried and fresh fruit from the snack trolley and clear away their plates and cups. These practices also contribute to children leading healthy lifestyles and understanding good hygiene.

Children apply their knowledge and skills well overall. They are mostly confident in expressing their needs and engaging in conversation. They understand that print carries meaning when recognising their names and see print all around them through posters, displays and labels. They operate technology and tools, such as, torches, tape measures and interactive toys. They show understanding of number and quantity when putting numbers in order on the number line on the wall. They listen and respond during group activities, stories and rhymes. However, some activities and routines are not organised to ensure the needs of children of different ages and abilities are met. Some children, for example, are not fully engaged in story time because it is at the end of the session when they are tired and their attention is waning. Similarly, because most group activities include all the children together, there is not always enough challenge for more able children.

Key workers keep detailed records of children's achievements that show where future development is targeted. These are monitored to show the good progress that children make and are reviewed with parents. Planning systems are currently under review and new approaches are likely to provide a greater focus on planning for individual learning.

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

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| 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

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|--|---|
| 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 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 |

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