

Molly's Pre-School

Inspection report for early years provision

Unique reference number	127386
Inspection date	10/02/2011
Inspector	Gail Robertson
Setting address	Main Road, Longfield, Kent, DA3 7PW
Telephone number	01474 702004
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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

Molly's Pre-School was first registered in 1966. The pre-school is situated in Langafel Church of England School, Longfield in Kent. It has sole use of, and operates from, two interconnecting classrooms. There are two bathroom areas, kitchen and office areas and an enclosed outdoor area. The pre-school also has scheduled use of the school playground, a covered outside learning area and the performing arts room. The pre-school is open each weekday morning from 8.50 am to 11.50am, during term time only. The pre-school also offers some afternoon sessions for the older children, during the spring and summer terms, from 12.30pm to 3.30pm. There are currently 46 children from two to five years on roll. This includes three- and four-year-olds who are funded for free early education. The pre-school is registered on the Early Years Register and the Childcare Register. Children attend for a variety of sessions. The pre-school welcomes children with special educational needs and/or disabilities and supports children learning English as an additional language. The owner holds a relevant level 4 qualification. She works directly with the children, along with 14 members of staff who work on a rota basis, of whom 12 hold appropriate childcare qualifications. The pre-school is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Molly's Pre-School is a great place to come and learn, explore, discover, be creative, make friends and have enormous amounts of fun. It is outstanding in its work of caring for and developing early years children. It is a highly inclusive setting, where diversity is celebrated. Children are really happy here and very well prepared for their next stage of education. The owner and her team are constantly finding ways to improve the provision and their practice. Parents speak most highly of the setting and its work with their children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing opportunities to challenge the most able children, in order to accelerate their learning.

The effectiveness of leadership and management of the early years provision

Children receive an excellent standard of care and education. Children's welfare is safeguarded; all staff understand the procedure to follow if they have any concerns about a child. All the records, policies and procedures that are necessary for safeguarding and effective management are very well maintained. The owner,

who is also the manager, has a thorough understanding of her legal duties and responsibilities. Staff check daily for potential hazards and involve the children to help them understand how to keep themselves safe. Risk assessments are in place and used most effectively. All areas in the building and outside are closely supervised.

The staff form a cohesive team and work tirelessly to maintain the high standards from the last inspection and to drive improvement and development. The setting involves everyone in this process including the children and parents. The owner reported that 'staff here are fantastic, and they want to be the best'. Everyone working in the pre-school strives for improvement, to ensure children are happy, confident, safe and enjoy learning. The pre-school uses staff appraisal to identify staff practice issues and training needs effectively. Staff regularly undertake training to keep their skills and knowledge up to date with current educational and care ideas.

There is a wealth of good quality resources, including technology equipment, for the children to use; these are well maintained and organised to promote children's independent learning. Staff go that extra mile with the children, particularly those with special educational need and/or disabilities, to help them make exceptional progress. This is an inclusive provision, where all children and adults are fully respected and their differences are celebrated. They enjoy each other's company, laugh together and work hard. However, occasionally staff miss opportunities to stretch the most able children and take their thinking and development a step further.

The pre-school has outstanding links with the parents. Parents are encouraged to contribute to all aspects of pre-school life. The staff have recently been most successful in encouraging parents to contribute to the records of children's learning journeys. The results are proudly displayed on a celebration board of what the children can do. The pre-school is exceptionally quick in informing parents when their child achieves a significant milestone in their development. There are excellent partnerships with other providers of early years education, such as the special school nearby and the host school, which ensures there is effective two-way communication to support children. Parents comment on how well the pre-school prepares their children for 'big school' so that at transfer time children have no problem in settling in the reception classes.

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

Children thrive in the busy and bustling environment created for them by dedicated staff. There is a balance between what the children want to do, and what the staff plan and set out for them. Children know what to expect each day as there is a visual timetable for reference. They are given cues throughout the session to help them know when to clear away, have their snack or come together for a story. Children play well together and help each other. The setting is most welcoming, and children have a great sense of belonging. Children and staff share a warm and caring relationship and children rush into Molly's with happy smiles on their faces.

Pre-school children are confident, interested and motivated by carefully planned and prepared activities. They are mature enough to extend games for themselves. For instance, in the role play area, they help each other dress in costume, make breakfast and other delicious foods, and then go on to write invitations to friends to join them in their tea party.

Older children act as good role models for younger and new children, and they act caringly and responsibly. Children know the routines and feel extremely relaxed and safe. They behave well because they know what the staff expect of them. They share equipment and ask politely if they need something. While they are working, they talk to staff who take the opportunity to develop their language and extend their vocabulary. Children with speech difficulties are encouraged to do what the speech therapist recommends.

Children enjoy being creative. They paint big, bold pictures and are encouraged by the staff to combine and experiment with different media. When making cards to take home for Valentine's day, everyone is expected to sign their work and decorate the front of the card, which they do with great care and attention. Singing and action-song time is a great favourite. Children know the words of many songs and sing with great gusto. Books are enjoyed by children of all ages, and they love being read to. Children make excellent progress in the small group time. Key workers ensure that the activities during this time match children's needs and interests. There are activities that cover all the areas of learning. Every day, staff record in the children's learning journeys what they have done and how well.

Children are made aware of healthy lifestyles; they go outside each day, engaging in a range of physical activities. They learn to be independent in their self-help skills. Children are expected to serve themselves at snack time and clear away afterwards. They have their experiences deepened when they are taken on visits, and when visitors come to the setting, such as the police and fire fighters.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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