

# Mulberry Preschool

Inspection report for early years provision

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**Unique reference number** 109900  
**Inspection date** 01/03/2011  
**Inspector** Amanda Sheddon

**Setting address** Valley Park Community Centre, Pilgrims Close, Chandler's  
Ford, Eastleigh, Hampshire, SO53 4ST  
**Telephone number** 023 802 61616  
**Email**  
**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

Mulberry Preschool opened in 1989. It operates from a hall in the local community centre in Chandlers Ford, Hampshire. The preschool is managed by a voluntary committee of parents. Children attend from the immediate local area.

A maximum of 30 children aged from two to under five years may attend the pre-school at any one time. It is the policy of the pre-school to only accept children who are over two years and six months. The preschool opens five days a week in term time. Sessions are from 9am to 12pm on Monday to Friday with a lunch club and afternoon sessions on Monday and Thursday from 12.30pm to 3.30pm. Children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area.

There are currently 57 children on roll including 39 funded three and four year olds. The pre-school supports a number of children with learning difficulties and or disabilities.

There are 12 members of staff employed to work with children. All of whom hold relevant childcare qualifications and all hold current first aid certificates.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are receiving an excellent standard of care and education. All the staff are fully aware of the early learning goals and they strive in supporting children to learn through their play enabling children to make excellent progress. This is a fully inclusive setting where all children are acknowledged and supported to enable them to achieve to the best of their abilities. Safeguarding is promoted well and most of the required documentation is in place. All the staff meet regularly to discuss and evaluate the provision; they take advice from outside agencies and liaise with the parents in order to plan for the future of the pre-school.

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

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

- update the record of risk assessment to include any assessments of risks for outings and trips.

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

Children's welfare is safeguarded; all staff have undertaken training and they understand the procedure to follow if they had concerns about a child. The doors are locked during the session and staff escort children to the bathroom to ensure

that they are fully supervised at all times. Written risk assessments are in place and used effectively to ensure all areas the children access in the building and garden are safe. They undertake risk assessments when going on outings to ensure that it is safe for the children and they record who is going and the timings however they do not record the potential risks that they have identified. The full range of policies and procedures are of a high standard and they are used to support the running of the pre-school, updated regularly, understood by all the staff and shared with the parents. Effective induction procedures are in place to ensure that volunteers and new members of staff are clear as to their role in safeguarding children. Robust recruitment procedures are in place to ensure only persons that are suitable are appointed. All staff have received health and safety training and have a suitable first aid certificate further promoting children's welfare.

Staff work hard to overcome the many disadvantages of using shared premises. They set up extensive learning environments both indoors and outside each day ensuring that the children have access to a considerable range of stimulating resources and activities that fully promote their learning through play. Their independence is encouraged as they choose which activities to become involved in. The lay out of the resources enable the children to self- select additional resources as and when required. The displays of the children's work and self- registering promote the children's feeling of belonging.

The manager monitors all aspects of the pre-school, advice is sought from outside agencies and parent's opinions are sought. In addition the established experienced staff team work extremely well together; this enables the pre-school to identify areas for improvements. Action plans are put into place and acted upon for the benefit of the children. They have recently altered the storage of the construction materials to encourage the children to self-select. Staff regularly undertake training as part of their professional development keeping their skills and knowledge up to date.

This is a fully inclusive setting where all children are welcomed and their differences acknowledged. Children with learning difficulties are extremely well supported to ensure that they can achieve to the best of their abilities. Individual learning plans are created for the children using knowledge gained from observations within the pre-school, other agencies involved in their care and thorough discussions with the parents. The key worker system enables staff to know all of the children well and continuously promote their learning. Children learn about the world around them and the wider world through incidental and well focused activities.

Partnership with parents, carers and other persons involved with the children are excellent. The effective partnership with the other early year's providers and the local schools ensure that there is two way communications to support the children in their early years and as they move onto school. Parents are very positive about the pre-school. They state that they are kept fully informed of their child's daily experiences and their progress. They discuss their child's next steps regularly and are fully aware of the topics and themes enabling them to continue their child's learning at home if they wish. They are kept fully informed of all aspects of the

pre-school through discussions, newsletters, posters and email. Parents are invited to come and help in the pre-school or serve on the parent committee if they wish to become further involved.

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

The children are extremely confident; they are interested and motivated by the activities and the interaction of the staff who extend their play. Children practice a range of skills including being creative, thinking critically and co-operating with others; for example a child created a train using the chairs; they are lined up in two's with a single seat at the front for the driver. Other children quickly join in the game making tickets, making labels for the seats and ensure that they are in the right sequence as they attach them to the chairs, the driver who has found a hat to wear scans the tickets and ensures they are sitting safely then they are off. They decide through discussion with each other where to go and what they might see and do; members of staff join the train encouraging all the children to contribute their ideas.

Children have many opportunities which help them develop skills for the future. They increase their early literacy skills as they use the writing table to extend their play or practise their mark making skills. Many of the children are able to write their names before they move onto school. They self-register themselves on arrival learning to recognise their names firstly with photographs and then the written word and they use the name cards to register for snack. They enjoy stories being read to them and reading to each other. They sing rhyming songs regularly this week some are linked to their theme of road safety. Staff work with the children in small groups to extend their listening and speaking skills as they talk about the things they have brought in to show to each other often linked to the theme. They learn about problem solving as they make buildings and trains with the construction resources; they are becoming competent on the computer choosing which task to complete depending on their own personal skills and understanding. They increased their understanding of numbers, shape and size as they use the abacus outside, complete puzzles and count in routine and incidental activities such as singing or counting whilst playing board games.

Children are very aware of keeping themselves safe; they know the routines of the day which includes having an escort to the bathroom confidently ringing the buzzer to be let back in. They practise the evacuation procedure regularly ensuring they would know what to do if an emergency arose. Children learn about road safety through the focused activities where they sing songs about staying safe, they use their creative skills to make traffic light biscuits and paint pictures of their cycle helmets. They sit and discuss what they need to do to stay safe contributing their own knowledge and experiences.

The children are confident and have excellent relationships with each other and the staff. They know the rules of the pre-school through discussions at circle times which allow the children to understand why there are rules in place. They show

respect for each other taking turns and helping each other for instance in doing a friend's shoe up for them. They respond positively when their positive behaviour is recorded and put up on the star chart which they proudly show their parents at going home time.

Children learn about healthy lifestyles at the pre-school. During routines such as snack time the children are encouraged to be independent; they register themselves on arrival at the snack table and clean their hands before eating. They help themselves to a range of healthy snacks and pour their own drinks and clear the table when they have finished.

They access the outdoors each day to engage in a stimulating range of resources to develop their physical skills. During focused activities children learn about germs and which foods are good to help you grow strong.

## 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> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

### 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>            | 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

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|--|---|
| 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

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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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## **Annex B: the Childcare Register**

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

Met