

Mundeford Pre-School

Inspection report for early years provision

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Inspector Dinah Round

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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

Mudeford Pre-School opened under its current ownership in September 1999. It operates from the Methodist community hall, adjacent to the local infant's school, in Mudeford, near Christchurch, in Dorset. The pre-school serves the local area. Children use the large hall and there is a secure outdoor area. The pre-school is registered on the Early Years Register to care for a maximum of 30 children at any one time. There are currently 45 children aged from two years to under five years on roll, some in part-time places. The pre-school currently supports children with special educational needs. The pre-school opens during term times from Monday to Friday, 9.00am to 12noon. During the spring and summer term, there are additional afternoon sessions on Tuesday and Thursday from 12noon to 3.00pm. A team of five staff work directly with the children; three of whom hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and secure in the welcoming and caring environment where staff know each child well and their individual needs are met overall. Children have access to a broad range of stimulating play activities and experiences which generally support their learning and development, although the outside area is not always used effectively. Overall, children's welfare is suitably supported, although not all requirements are sufficiently maintained. Staff safeguard children overall, however, some staff are not fully clear about several aspects of child protection issues. Staff assess children's progress, although the current systems do not identify children's next steps in learning. Staff successfully evaluate the provision, reflecting on ways to improve outcomes for children, so are well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep all records easily accessible and available for inspection by Ofsted (Documentation) 08/03/2011

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

- update existing knowledge of all aspects of safeguarding issues so that all staff are clearly aware of the necessary steps to take to safeguard and promote the welfare of children

- increase use of the outdoor play space to provide children with greater learning experiences, and review hand washing routines to support children's understanding of hygiene routines
- further develop current systems used to assess children's progress to identify their next steps in learning and extend challenge.

The effectiveness of leadership and management of the early years provision

The provision is generally well organised with most records, policies and procedures in place, including satisfactory recruitment and vetting procedures for staff's suitability to work with children. However, some records are not easily accessible for inspection, such as the details of staff criminal record checks, as these are not currently kept on the premises. Although this is a legal requirement, management had applied to Ofsted for permission for alternative record storage to cover temporary work at the premises. However, since this work has been completed, the record of checks has not yet been returned to the pre-school building. Regular risk assessments are completed on all areas children come into contact with, to identify and minimise risks. Staff are pro-active in carrying out ongoing checks such as regularly cleaning up the water around the water tray. There is a clear safeguarding policy in place and the manager has a secure understanding of safeguarding issues and procedures to follow to protect children. Staff know to report any concerns about a child to senior staff, however, they are less clear of the possible indicators of child abuse, impacting on children's welfare and protection.

Resources are easily accessible so children are able to make free choices about their play. Children have some access to an adjacent outdoor play space but this is not used effectively to maximise opportunities for outdoor play activities and learning. Staff have a good understanding of children's individual needs and make sure they are valued and included within the activities. Children learn about diversity through access to range of resources, for example books, puzzles and left or right handed scissors. The manager and staff have a positive attitude to the ongoing development of the provision. They effectively evaluate the provision, with a clear focus on continuous improvement for children. Recommendations from the last inspection have been successfully addressed, such as implementing clear strategies to support children's behaviour.

Partnerships with parents are a particular strength of the group. Details about children's individual preferences and starting points are successfully obtained through a comprehensive booklet which staff use to support children's transition from home, helping children feel settled and secure. Effective communication systems ensure a two-way information sharing about children's care and well-being through daily informal discussions and use of the home-link diaries. Parents are kept well informed about the provision, through the welcome booklet, notice board and regular newsletters. Parents are happy with the provision, and feel staff are supportive in caring for children's individual needs. Good links are also formed with other agencies to support children, and the use of a shared care diary between early years providers involved in children's care helps to promote continuity of care

and learning for children.

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

Children are happy and settled in the warm, welcoming environment. Staff know children well, providing sensitive support and encouragement to promote ongoing development. Children feel comfortable to make their needs known as they can be assured of a caring and friendly response. They enjoy a broad range of fun and interesting play and learning opportunities, and staff organise activities to make sure that all children can take part. For example, children are divided into different groups for story time to meet their individual needs and abilities. Staff carry out regular observational assessments to monitor children's progress and achievements. However, systems to identify children's next steps and plan future activities tailored to children's abilities are not yet fully established. Children behave well, knowing what is expected of them. Staff provide good role models and help children learn to share and show consideration for others. Children's confidence and self-esteem is promoted well through staff's regular praise and encouragement.

Children's independence is generally promoted well; they are able to freely and safely explore their surroundings and make some choices about their play. They enjoy listening to stories and staff skillfully extend the story content into everyday matters to broaden children's understanding. Children have regular access to early writing tools and materials, although this is not yet extended to all activities and free play areas. A good variety of mathematical resources are provided to develop children's understanding of number, size and shape. They are introduced to counting and problem-solving through everyday routines, counting how many plates and cups are needed at snack time. Children have fun as they use the camera to take pictures of each other, negotiating well between themselves so everyone has a turn. They access a good range of creative play experiences and activities, showing their developing skills as they create models from boxes and materials.

Children's health and safety is suitably supported. They learn how to stay safe through gentle reminders during play. Hygiene measures are generally in place and children are familiar with the routine to use hand gel before eating their snack and making their sandwiches at lunch time. However, this does not enable children's understanding of hygiene routines to minimise the spread of infection. Children benefit from the provision of healthy snacks of fresh fruit and sandwiches with fillings of tuna or cheese. Meals are adapted to ensure children's individual dietary needs are followed.

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? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

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 | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| 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

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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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 | 3 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| 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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