

Millbrook Pre-School

Inspection report for early years provision

Unique reference number	102926
Inspection date	22/03/2011
Inspector	Sarah Wignall

Setting address	The Village Hall, Millbrook, Torpoint, Cornwall, PL10 1AY
------------------------	---

Telephone number	01752 823982
-------------------------	--------------

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).

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

Millbrook Pre-school opened in 1972 and is run by a committee of parents. It operates from a designated room in Millbrook village hall. . The setting is open from Monday until Thursday from 9.15am until 1.00pm during term time only. A maximum of 30 children aged from two years until the end of the early years age group may attend the setting at any one time.

There are currently 31 children attending who are within the Early Years Foundation Stage. The setting is in receipt of early education funding for three and four year old children. Most children live locally and some also attend other early years settings. The pre-school is registered by Ofsted on the Early Years Register.

There are five members of staff, four of whom hold appropriate early years qualifications to National Vocational Qualification at level 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress in their learning and development. Staff have a suitable awareness of their individual needs. Children feel safe in the setting although some procedures to promote their safety are not fully in place. Generally they organise their resources well. Well established partnerships with parents help to support children in the setting. Partnerships with other providers of the Early Years Foundation Stage are not fully developed. Staff undertake some evaluation of their practice helping them identify strengths and areas for future development. They are keen to improve practice and demonstrate a suitable capacity to improve.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment) 06/04/2011

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

- develop further assessment systems in order to match the observations of children to the expectations of the learning goals and to identify learning

- priorities for each child
- develop systems to liaise with other providers of the Early Years Foundation Stage for children to ensure progression and continuity of learning and care
- review the organisation of staff and helpers to ensure all are fully aware of roles and responsibilities and available to support children effectively throughout the session
- further develop systems to incorporate parents comments into children's individual records to ensure they contribute to and are fully involved in their child's learning on a regular basis.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a sound understanding of safeguarding. Suitable systems are in place to ensure any adults working with children are suitable to do so and any unvetted staff are well supervised. The setting has committed an offence by failing to notify Ofsted of a change to the members of the management committee. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. Staff ensure the premises remain safe and secure on a daily basis, through visual checks before children arrive. Written risk assessments are in place but are not regularly updated. This is a breach of a specific legal requirement. Risk assessments are carried out for outings. Children learn about safety through the daily routines. They participate in fire drills which increases their awareness of how to react in the event of a fire. All fire equipment is maintained by the hall committee and the setting ensures electrical items are safe and fit for purpose.

Children have access to well organised, well presented indoor play space. Staff ensure children are provided with a good range of age appropriate resources each session which are rotated to meet children's needs and delivery of the curriculum. The small staff team generally work well together although clear areas of responsibility have not been agreed. As a result staff deployment is not always effective in ensuring children are well supported throughout the session and documentation not always completed. Staff plan the sessions well ensuring children have opportunities for physical play and exercise each day. Children thoroughly enjoy riding around on bikes and demonstrate confidence and control as they do.

The setting promotes positive partnerships with parents. They are provided with detailed written information on entry and regular discussions with key workers help to keep them informed of daily events and routines. Parents can ask to see children's learning journeys at any time, although these are not always available on the premises. Initial entry information regarding children's interests and abilities is not consistently completed for all children. Staff are considering different ways to involve parents more in their child's learning and development. The setting has established good links with local primary schools. They are invited up to the setting to meet children and staff, helping to aid the transition to main stream school. Partnerships with other providers of the Early Years Foundation Stage are not fully established to support progression and continuity of care.

The pre-school has made progress in completing previous inspection recommendations and has ongoing plans for development of the group. This contributes to their continuous improvement.

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

Children arrive happily and most settle quickly in the mornings. Parents are encouraged to stay while young children gain confidence and settle. Children enjoy playing with the range of toys and resources available for them each day. Staff divide the room so that they have access to physical play for part of each session. Children demonstrate strong physical skills as they ride around on bikes, negotiating obstacles in their way. Older children enjoy taking their friends for a ride as they sit on the back. Children have formed positive relationships both with the adults and their friends. They respond well at circle time confidently answering their name and joining in with songs and rhymes. They learn key social skills as they sit together at snack and lunch times. Children enjoy visiting the café and choosing their snack. They become independent as they tidy away when they have finished and help themselves to drinks when they are thirsty.

Children learn about technology as they confidently use a mouse to navigate around a computer programme. They learn about textures as they play with wet and dry sand. Staff ask questions to prompt their thinking such as what will happen when water is added to the sand. They learn about shape and size as they complete puzzles or participate in measuring games. Charts on the wall track children's height and growth. Children enjoy listening to stories in large and small groups and they have access to a suitable range of books. They use pencils and crayons to draw and make marks helping to develop pre-writing skills.

Daily sessions are suitably organised and give a good balance between free play and structured activities. Group times are not always effective in ensuring children are well supported. For instance in large group story times some children are restless until other adults sit with them. Staff have begun to complete observation and assessment records using photographs and samples of children's work, however these are not regularly updated for all children.

Children develop a good awareness of healthy lifestyles. They go for regular walks around the lake and visit the new play park in the village. Healthy foods are provided for snack and they are encouraged to eat well from their packed lunches. Staff ensure parents are informed of accidents or illness at the setting. Children are secure and develop a sense of belonging to the setting. They are aware of the expectations for behaviour and readily help with tidy up time. Children work well both independently as well as with their peers.

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

The effectiveness of leadership and management of the early years provision

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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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

