

Martock Pre-School

Inspection report for early years provision

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Inspector	Elaine Douglas

Setting address	Martock Primary School, Elmleigh Road, MARTOCK, Somerset, TA12 6EF
Telephone number	01935 822112
Email	acj.duffy@googlemail.com
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

Martock Pre-school is privately owned and managed. It opened at its current location in 2010. It operates from a purpose-built building in the grounds of Martock Primary School. Children have access to a secure enclosed outdoor play area. It is situated in the rural village of Martock, Somerset. The pre-school is currently open Monday and Wednesday from 9:00 am to 3:00pm, and Tuesday, Thursday and Friday from 9:00 am to 1:00pm, term time only. Sessions will increase according to demand.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend the group at any one time. The pre-school currently supports a number of children with special educational needs and/or children who speak English as an additional language. There are eight members of staff, of whom five hold a level 3 early years qualification and one holds a level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have a sound awareness of the Early Years Foundation Stage and strive to provide an inclusive environment. However, the equal opportunities policy does not promote children's sense of identity. Good procedures keep children safe and secure, and children are developing safe and healthy practices. Most parents are provided with satisfactory information on the provision, although not all are involved in their child's development. Good partnerships with other providers are the strength of the setting and help to support meeting individual needs. Staff use children's interests and self-initiated play to promote children's learning. Although there are inconsistencies in the assessments and planning next steps. This means children make satisfactory progress considering their starting points and abilities. Some forms of self-evaluation help to ensure continuous improvement, although not all priorities are identified to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- extend the use of self-evaluation to identify priorities for development that will improve the quality of the whole provision
- develop the system to obtain two-way flow of information with parents and include their initial and ongoing contributions in the assessments, so parents are fully involved in their child's learning
- review the policy for equal opportunities to include the information for which providers should have regard and increase the positive images of children's

- backgrounds to develop their sense of their own identity
- review the system for ensuring consistency in recording children's next steps in learning so that planning includes all development needs

The effectiveness of leadership and management of the early years provision

Children are safeguarded through good procedures which are effectively implemented by staff. Staff follow the correct procedures for child protection issues and have good documentation in place for further guidance. Children remain safe and secure through good security and supervision. Risk assessments are carried out on the whole premises and for outings. This means that appropriate equipment and procedures minimise potential risks, while allowing independence. For example, children are able to wash their hands because the water temperature is regulated. A good supply of first aid equipment is in place and most staff hold a current first aid qualification. All required documentation is in place and stored confidentially. However, the equal opportunities policy does not include all the information for which providers should have regard, in order to have procedures to meet all the diverse needs of the children.

Parents receive satisfactory information on the provision through the prospectus, email and regular newsletters. Staff welcome parents on arrival and are available to discuss individual needs. A feedback form is used to find out how children communicate at home to support communication in the pre-school. However, the systems to obtain two-way flow of information with parents does not reach them all and some have not been involved in their child's assessments. This means that observational evidence does not always take into account children's different learning contexts.

Clear containers and low-level shelving enables children to make independent choices from the good range of resources. This is more effective inside the premises. However, an action plan is in place to extend children's access to resources outside. Staff are deployed effectively to enable children to free-flow safely between the inside and the garden. Good partnerships have recently been established with other providers, where key workers meet to exchange information on children's learning needs. They have close links with the primary school and attend story time with the Foundation Stage children. The pre-school has use of the school grounds and children attend Forest School sessions. This provides greater learning opportunities and supports transition for children going to school.

Satisfactory use of self-evaluation supports continuous improvement. For example, staff evaluate the activities provided, to see how improvements can be made to children's learning and development. A mentor supports the manager and trains staff in child participation. Staff meetings are used to discuss specific concerns and review some procedures. The manager has started to use the Ofsted self-evaluation form to identify the setting's strengths. However, this does not currently include all areas of the provision, so does not identify all priorities for improvements which will bring about best outcomes for children.

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

Children arrive happy and settle quickly to the activities provided. An adult-led activity is planned everyday, usually linked to the theme, for example, shapes. Children enjoy sticking the triangles, although the pre-prepared activity does not challenge all areas of development. Through access to an easel outside children enjoy exploring paint and experiment with mixing colours. Children complete a range of jigsaw puzzles through trial and error, and follow a pattern when threading beads. Good use is made of the available space and children initiate their own learning through good access to resources inside, including a range of books. This helps to support children's independence in learning and generally promote their future skills.

Staff have recently developed the planning and assessments and now identify children's interests as a means of engaging their motivation. They are using the local authority's system for tracking children's progress towards the early learning goals. However, there are inconsistencies in the way children's next steps are recorded and used in the planning. Children with special educational needs have individual educational plans to support their access to learning and receive sensitive interaction from staff. Consequently, all children make satisfactory progress.

Staff extend child-initiated ideas. For example, a child lays hoops on the ground and this becomes a counting game. Children go on an imaginary journey and staff ask them what they can see out of the windows. Children suggest elephants, dinosaurs and an ice-cream van. Some children use binoculars and magnifying glasses to look closely at the environment. Some resources provide positive images of people's differences. However, these do not represent the cultures of all the children attending, in order to develop a positive sense of their own identity. Staff remind children of appropriate behaviour, sharing and being kind to each other. Most children play well together and inappropriate behaviour is managed calmly. Some children help to tidy up which further promote their skills, such as sorting resources and sweeping the floors.

Children develop a good awareness of safe practices through their play and access to resources. They learn to use equipment safely, and in role play show an awareness that they need to be careful with the kettle and iron. Songs, discussions and stories are used to promote their awareness of keeping themselves safe. Children have opportunities to practise the emergency evacuation procedures and a visit to the fire station enhances their fire safety awareness. Children are developing a healthy lifestyle. They enjoy nutritional snacks and help themselves to fresh drinking water. They have daily opportunities to be outside and enjoy a range of physical activities. Children wipe their noses, throw the tissue in the bin and wash their hands to prevent cross contamination.

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	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	3

The quality of the provision in the Early Years Foundation Stage

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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

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