

Mattishall Pre School

Inspection report for early years provision

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Inspector

Sue Rogers

Setting address

c/o Mattishall Primary School, Dereham Road, Mattishall,
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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

Mattishall Pre-School registered in 1973 and is run by a committee. It has been operating from its current premises since 1990. The pre-school is located in the grounds of Mattishall Primary School in the village of Mattishall, Norfolk. All children share access to a secure, enclosed outdoor play area. Children come from the local area.

A maximum of 26 children between the ages of two and eight years may attend the group at any one time. Currently the pre-school admits children aged from two to four years of age. There are currently 37 children on roll, all of whom are in the early years age group. The pre-school receives funding for early education places. It opens Monday to Friday, term times only.

Opening hours are 9am until 1pm on Mondays and Thursdays and from 9am until 11.45pm the rest of the week, with an additional session on Friday from 12.45pm until 3.30pm. Children attend for a variety of sessions. The pre-school is registered by Ofsted on the Early Years Register. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting employs five full-time staff members, four of whom hold appropriate early years qualifications. Of these, one member of staff holds a qualification at level 4 and three staff hold a qualification at level 3. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress at this pre-school as they enjoy an extensive range of resources and a highly accessible and stimulating outdoor space. Staff are very committed and highly skilled. They enthusiastically support children's learning through their excellent understanding and delivery of the Early Years Foundation Stage framework. Children are valued for their individuality as staff ensure activities match their individual interests and learning preferences. Regular consultations with parents and professionals provide exceptional continuity of children's care and education. The pre-school engages in thorough self-evaluation, which drives forward regular and valuable changes, demonstrating that it has an excellent capacity for improvement.

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 further the system where parents can review their child's progress and contribute to their learning and development record.

The effectiveness of leadership and management of the early years provision

Safeguarding is exceptional as staff thoroughly understand their roles and responsibilities and know the steps to take if they are concerned for a child in their care. Safeguarding policies and procedures are robust and understood by all staff. They regularly attend training and update their child protection knowledge. All staff are highly suitable for their role and have undertaken rigorous and prompt vetting procedures, ensuring children are safe in their care. The highly effective annual risk assessment and detailed daily check lists further promote children's safety. Staff are vigilant while children play and allow them excellent scope to explore and be adventurous. All children are encouraged to move freely around the environment and engage in challenging activities, promoting their feelings of safety as they learn how to solve problems.

The staff group work very well with each other and in turn are supported by a strong and committed management system. They are actively encouraged to extend their knowledge through training and have frequent opportunities to share their ideas in staff meetings. Staff progress is carefully monitored, ensuring that their professional skills are constantly improving. This results in a highly skilled staff group who are confident in their role and are able to provide individualised and meaningful support for all children. Staff work very skilfully with other settings and early years providers to offer excellent support to children and families. An excellent range of images and very good staff awareness ensure that all children are valued. Children with special educational needs and/or disabilities receive excellent care as staff work closely with additional agencies.

A robust system that extensively measures the effectiveness of the setting is ongoing and regularly asks the opinions of children, their families and outside agencies. The setting works extremely well with local schools to support children's transitions as they move into mainstream education. Staff arrange for children to visit their future school for school lunch, so they become familiar with their new school before they leave the pre-school. Staff maintain good relationships with parents, who receive advice and news through newsletters, the parent handbook and the notice board. New parents are given the opportunity to experience a session at the club and are provided with a list of the pre-school's policies.

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

Children demonstrate immense maturity as they work very well together. They discuss their ideas confidently and work together to find solutions during their imagined play scenarios. They show excellent levels of cooperation as they pull along a large toy pirate ship filled with some children. They recognise that this is made more difficult when more children get into the ship. Children make extremely good progress and their individual interests and learning preferences are noted

and planned for in order to maximise learning opportunities. Through careful questioning and one-to-one support children's learning is extended, as staff utilise their knowledge of individual children's needs very well to sensitively question and probe children's thinking.

Children are excellent communicators because staff are accomplished at promoting children's language and early literacy skills. Children recognise text and enjoy practising their mark making skills during imaginary role play and in the designated writing area. They love to experiment and test ideas, such as using torches in the playhouse and watching the stream of light, and recognise cause and effect when a large quantity of multi coloured ice cubes slowly melt. The children have excellent opportunities to learn about the importance of a healthy lifestyle. They access a range of fresh fruit and nutritious foods at snack times and have daily access to fresh air and exercise. Children know why being active keeps you healthy and why it is essential to drink water frequently. Because of the excellent key worker system, children feel highly safe and cared for. They know how to hold tools and equipment sensibly and understand how to avoid hazards as staff reinforce sensible behaviour in the setting and outside on walks.

The outdoor environment is used to its full potential as children are encouraged to search the hedgerows for insects and plants. They learn how to care for other creatures by carefully filling containers with bird seed. During the summer, children grow their own vegetables and fruits and then harvest these when they are ready. They enjoy learning about sustainability issues as they recycle cardboard and fruit peelings. An informal diary travels with the child as they attend other settings and as they return home, providing excellent continuity of care. The system for recording children's progress in individual learning records is very well developed and presented. Children's individual development is recorded through annotated photographs and staff add evaluative comments against each area of learning. Each child's progress is carefully monitored as their next steps are identified and this informs the overall planning providing. This attention to detail ensures excellent progression for each child's development. Although parents have access to their child's learning records at consultation sessions, these are not freely available at all times, limiting opportunities for parents to review their child's progress and contribute to their learning and development.

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	2

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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