

Milford Pre-School

Inspection report for early years provision

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Inspector

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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*.

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

Milford Pre-School re-registered in 1992 and operates from rooms at Milford Primary School in Milford, Belper, Derbyshire. All children share access to a secure, enclosed outdoor play area. The pre-school serves the local and surrounding areas.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children from two to under eight years may attend the pre-school at any one time. The pre-school is open each week day from 9am, until noon and from 1pm until 3pm on Monday, Tuesday and Thursday afternoons, term time only. An optional lunch and play session operates from noon to 12.45pm and is available to children attending the morning session. The pre-school is in receipt of funding for early education places. There are currently 33 children on roll, all of whom are in the early years age group.

There are seven practitioners who work with the children. Of these, two hold National Vocational Qualifications (NVQ) at level 4 and five hold NVQ at level 3. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children happily attend this welcoming pre-school, where they make good progress within the Early Years Foundation Stage. Staff are passionate, motivated and experienced. Most aspects of children's learning and development are well planned for and delivered. Inclusion is given good attention and very successful partnerships ensure children's individual needs are addressed well. Effective policies and procedures support the successful management of the pre-school. Evaluation systems are mostly helpful, and are coupled with staff's genuine commitment to improvement.

What steps need to be taken to improve provision further?

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

- improve planning around story time to ensure children's concentration is sustained
- develop further systems for evaluating the provision to include all service users' views.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good attention as staff are vigilant and proactive in ensuring children's safety and well-being. Ongoing training ensures staff keep up-to-date with safeguarding protocols, including signs, symptoms, allegations and referral procedures. Thorough recruitment, vetting and appraisal procedures ensure only adults deemed suitable work with the children are employed. This ensures children are safeguarded well. Detailed policies, procedures and effective induction processes help support the safe and efficient running of the pre-school. Effective health and safety systems include detailed risk assessments and regular checks of the environment and equipment. This ensures children can play safely. Children are supported to develop a good personal sense of safety. For example, they take part in regular fire drills that involve going up and down stairs, which they do safely with supervision. Prompt attention is given to children in the event of an accident as all staff are qualified first aiders. Detailed accident and medication recording systems are in place ensuring children's individual health needs are respected.

Excellent use is made of the environment that sensitively reflects the history of the building. This, coupled with high quality, sustainable resources and the effective deployment of staff, helps to create a cosy and very welcoming atmosphere. Bright displays of children's work enhance the environment. Good attention is given to inclusive practice. Staff are sensitive to children's home circumstances and consultation meetings are organised to accommodate both mothers and fathers to ensure all families are welcome and informed about children's learning and development. Excellent links with other professionals, such as speech and language therapists, ensures individual tailored support is promptly sought when required. Good team work ensures children make meaningful, trusting relationships with all staff. Children are well supervised and information relating to their progress and achievements is exchanged between staff and parents, enhancing the quality of their care. Partnerships are outstanding as staff are committed to ensuring that children's transition into mainstream school is seamless. Excellent links are forged with staff in the host school and other local schools in the area.

Positive feedback from parents and carers show that they are pleased with how well their children settle into pre-school. Staff have established good links with parents so that they receive accurate and regular updates on their children's progress. Accurate and honest evaluation procedures highlight the pre-school's strengths and priorities for future improvement. However, the current self-evaluation process does not include opinions from all service users, impacting on the thoroughness of the evaluation process. Staff are committed to improving the pre-school and are fully supported to improve their professional skills through a range of training opportunities.

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

Children make good progress at this friendly pre-school because staff are committed to providing a stimulating learning experience for all. Children are encouraged to direct their own play, while being supported and questioned by staff. Planning embraces the six areas of learning and reflects children's individual interests, such as dinosaurs and fairy tale characters. However, story time is not always sufficiently adapted for younger children, resulting in them losing concentration and becoming restless. Effective assessment systems are in place. Each child has an individual learning plan that reflects their starting points and progress across the six areas of learning well. They are encouraged to learn about a good range of other cultures traditions and faiths through practical activities, such as cooking Indian sweets for Diwali. Traditions and customs of the local area are also considered, such as 'May Day' and 'Well Dressing', helping children to develop a sense of place.

Children arrive confidently, and are eager to share their latest news with staff when they come through the door. Children show an interest in number problems as they are beginning to sort and compare teddies and dinosaurs. Information and communication technology is well planned for as children practise basic mouse control while using the computer. Children operate simple equipment as they use torches in a dark room, and are fascinated by the light effects they make on the ceiling. Children express their imaginations well as they dress up in various costumes and talk about taking photographs at an imaginary disco. Their investigative skills are encouraged well as children observe the world around them. They examine birds' nests outdoors and study the decomposition of food over time. Mark making is encouraged as children use paper, pens and pencils to make their own stories. Overall, children are developing good skills to support their future learning.

Healthy living is actively encouraged and given very high priority. Children enjoy nutritious snacks and drinks, including milk and water. Hand washing facilities are easily accessible and children demonstrate an excellent awareness of healthy behaviour by spontaneously taking responsibility for their own hygiene routines. Very effective use of the outdoor playground ensures children enjoy a wide range of activities, and this promotes their climbing and balancing skills excellently. Children behave well, establishing friendships and clearly enjoying each other's company. Children are beginning to share and cooperate well. For example, they use a sand timer to help them take turns on the computer and outdoors on the tricycles. They show a sense of belonging within the pre-school and enjoy reminiscing while looking at photographs of past activities and events.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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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Annex B: the Childcare Register

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