

Madley 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

Madley Pre-School re-registered in 2010 following a move from previous premises. It operates from a separate building on the site of Madley School in Herefordshire. All children have access to an enclosed outdoor play area. The setting also has use of the school field and the village hall.

The setting is open each weekday from 9am to 3.30pm for pre-school sessions and runs a breakfast club from 7.45am to 9am, during the school term. Children come from the local area and attend for a variety of the sessions on offer. A maximum of 24 children aged from two to under eight years may attend at any one time. The setting may also care for children aged up to 11 years. Currently there are 26 children on roll, all of whom are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are seven members of staff who work with the children. One holds a Foundation degree and a National Vocational Qualification (NVQ) at level 3; three staff hold NVQs at level 3, one of whom is working towards a Foundation degree; one member of staff holds a NVQ at level 2 and is working towards level 3; and one is working towards a NVQ at level 3. Another member of staff holds a BA Honours degree and is a qualified teacher. The pre-school receives support from the local authority and is a member of the Pre-school Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are fully included in a wide range of interesting, well organised activities and achieve well. Staff take into account their individual needs and interests and are very skilled at increasing their understanding of keeping healthy. There are excellent links with parents and carers and the host school and information is shared very effectively. The manager and staff have a good knowledge of the pre-school's strengths and areas for improvement, such as improving the layout and organisation of the outdoor area. There is a good record of continued improvement.

What steps need to be taken to improve provision further?

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

- develop the use of information communication and technology resources and programmable toys in activities to support children's learning.

The effectiveness of leadership and management of the early years provision

Safeguarding is good because staff implement policies and procedures well to ensure children's safety. They have a good understanding of safeguarding and child protection issues and know the steps to follow if concerned about a child in their care. Staff understand their roles and responsibilities clearly, and are well trained in this area. There are robust recruitment and vetting procedures in place to ensure the suitability of adults working with or those that have contact with the children. Security within the setting is good because children are supervised well indoors and outdoors. Collection procedures are rigorous and followed carefully by parents and staff. Risk assessments are carried out regularly to ensure children's safety. Staff ensure that fire evacuation procedures are practised regularly so that children become familiar with the routine. Children use a largely good range of equipment which is checked to ensure it is safe and suitable for them to use.

Partnerships with parents and carers are outstanding. Parents say staff have created a happy, purposeful environment and keep them very well informed of their children's achievement and progress. They value the stay and play sessions held each term and are very supportive of fundraising activities, such as cake sales and sponsored walks. Parents are kept very well informed of special events and visits through informal discussions, comprehensive newsletters and the parents' notice board. They receive questionnaires which invite them to comment on the provision and make suggestions for improvements. Staff take these on board when reviewing practice. Parents highly value the daily communication books, which keep them fully informed of their children's special achievements. There are excellent links with the host school and the pre-school benefits from the use of its outdoor environment. Information is shared very effectively with staff at the school. Staff are very experienced in caring for children with special educational needs and/or disabilities and liaise expertly with parents and outside agencies to ensure they are fully supported. They have excellent links with other pre-schools and recently staff and children visited another setting in Madeley, Shropshire to share practice and build stronger links.

The pre-school is well-led and managed. The manager and staff value the views of parents and children when identifying areas for development. There are good self-evaluation systems in place and staff have a good awareness of what they are doing well and what areas they need to develop, such as the layout of the outdoor area. Children experience lots of free flow play; they move freely between the indoor and outdoor environment choosing from a wide variety of activities. However planning shows they have fewer opportunities to develop their problem solving skills in their existing outdoor area. Resources are good in most areas of learning and are used effectively to meet the needs of the children. However, children do not have full access to resources in technology or programmable toys, which limits the development of these skills. Staff actively promote equality and diversity to an outstanding level. They work very hard to ensure that children are fully integrated into activities, and provide a range of engaging activities which take account of children's varying needs. Staff recently held an exciting story telling session, where a parent read a story about three little pigs in Russian and

English. Staff frequently attend training opportunities to enhance their qualifications and expertise.

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

Staff place a strong emphasis on learning through play and children achieve well. Activities are well organised and children have fun in a bright, stimulating indoor environment. Staff have a comprehensive understanding of the children's interests and build these into the activities. Themes such as Journeys, Shape and Spring enrich the children's experiences and result in colourful displays, which make their environment bright and welcoming.

Children's behaviour is excellent because staff have high expectations and are outstanding role models. They are regularly praised and their efforts are acknowledged. Children are very considerate to one another and share their resources sensibly without staff intervention. Children are very polite and friendly and fully aware of their boundaries. They show great care for their environment and are aware of issues, such as recycling. They make independent choices and cooperate very well in gym sessions. Staff plan a range of themed activities around festivals throughout the year, such as Diwali, Christmas, the Chinese New Year and Australia Day. Children have an outstanding appreciation of other lifestyles, customs, dress and food because they experience these first hand. Staff promote equality and diversity extremely well. They engage the children regularly in open discussions and plan a very wide range of activities to inform children about the diversity of their world.

Children have an outstanding understanding of keeping themselves healthy. They learn how to make healthy choices at snack time and help to prepare fruit salads, fruit kebabs and smoothies. Their physical development is promoted extremely well and they have fun as they ride their bicycles and pedalled vehicles and climb and balance on apparatus. The children greatly enjoy the gymnastics sessions, which are held at the local village hall. Children also have a good understanding of keeping themselves and others safe. They benefit from talks on safety from the police and fire services and know the correct way to tidy their equipment away at the end of each session to ensure their environment is safe.

Children enjoy participating in an interesting range of activities. Their creative skills are developed well as they make rockets for their topic on Space. They listen attentively to stories and enjoy answering questions based on what they have just heard. Children enjoy practising their counting skills through singing songs, such as 'Five Speckled Frogs'. Their communication, language and literacy skills are developed well through their work on sounds and letters. They are keen to build dens and go on sensory walks around the school grounds. Children eagerly learn about the lifecycle of the butterfly and show great care and concern for their recently hatched chicks. Overall, children are prepared well for their next stage in education.

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	2
The effectiveness with which the setting promotes equality and diversity	1
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	1

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	1
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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