

# Maidenbower Pre-School

Inspection report for early years provision

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**Unique reference number** 113593  
**Inspection date** 03/05/2011  
**Inspector** Helen Penticost

**Setting address** Maidenbower Community Centre,, Harvest Road,  
Maidenbower, Crawley, West Sussex, RH10 7RA  
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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**

Maidenbower Pre-school is run by a committee. It opened in 1992 and operates from the Maidenbower Community Centre, Crawley. A maximum of 32 children may attend the pre-school at any one time. It opens Mondays and Tuesdays from 8.50am to 11.50am and then from 12.20pm to 3.20pm and on Wednesdays, Thursday and Friday from 9.00am until 12.00pm term time only. All children have access to a secure outdoor play area.

There are currently 76 children aged from two to under five years on roll. The pre-school is in receipt of early education funding for three and four year olds. Children come from the local catchment area. The pre-school currently supports children with learning difficulties and/or disabilities. The pre-school employs nine members of staff and of these seven hold appropriate early years qualifications and one is working towards a qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Staff are exceptionally caring towards the children and are fully committed to ensuring the children are happy and secure in their care. Children are fully engaged in a vast range of very well-presented activities and they make excellent progress in their learning and development. Staff nurture excellent relationships with parents and carers to support children's individual needs and become equal partners in each child's care and learning. The staff team are extremely committed to the continuous development of the setting and they demonstrate an exceptionally strong capacity to maintain continuous improvement to enhance positive outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- maintain a regular two-way flow of information, knowledge and expertise with other early years settings that children attend, to help support and extend children's learning and development
- revise the current systems for hand washing to ensure that the possible spread of infection is minimised.

## **The effectiveness of leadership and management of the early years provision**

Children are protected very well because staff have a clear understanding about their safeguarding responsibilities towards children and procedures for reporting any concerns. Robust recruitment and vetting procedures are in place for ensuring adults working with the children are suitable to do so. All visitors to the premises are recorded to further safeguard children and the staff team are vigilant in their supervision of the children to keep them safe. Children's safety is also promoted effectively as daily safety checks and risk assessments are completed with regard to the in and outdoor environment to ensure the facilities are safe and potential hazards to children are minimised. A fully comprehensive range of documentation, records and policies and procedures are used to effectively underpin the setting.

The staffing team have a clear vision and intense focus on the development of the pre-school, which in turn provides purposeful improvements contributing to positive outcomes for children. The supervisor and staff greatly value the views of parents and carers and take these into consideration when identifying areas for development. The warm welcoming environment is organised very well. The play areas are set up prior to children's arrival to ensure they have free access to many resources so that they can independently help themselves. Staff are exceptionally well deployed enabling the support and challenge of all children in their play and learning. The setting are very pro-active is undertaking training to develop each staff member's professional skills.

The setting demonstrates an excellent commitment to providing an inclusive service. All children and families are welcomed, valued and systems are effective in supporting integration into the setting for all children, regardless of need. The setting fully understands their responsibilities to work with parents and other agencies to meet the needs of children with additional needs and those who speak English as an additional language. The setting have links with the local schools, however, links with other settings that children attend who deliver the Early Years Foundation Stage are not fully secure. Partnerships with parents and carers are excellent and staff have created a purposeful environment, where all children are included. Parents highly praise the setting and its staff, especially for their effective lines of communication. They receive comprehensive newsletters and useful information is displayed on the parents' notice board. They are actively involved with the key worker in supporting their children's learning and development and attend sessions to discuss their children's learning journey files.

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

Children flourish and thoroughly enjoy their time at the pre-school and demonstrate strong relationships with the staff and with each other. This is promoted well through the effective organisation of high quality, exciting resources that invite children to play together. Staff are caring, considerate and genuinely enjoy the children's company. They show interest in children's news and ideas and

offer them lots of praise and encouragement. As a result, children are happy and secure at this setting. Children behave well and respond to expectations. They interact with each other, play cooperatively, take turns and share resources well. The key worker system is very effective and ensures children with special educational needs benefit from effective support. This enables children to fully develop and progress exceptionally well in relation to their starting points. Staff involve themselves in children's play and activities extremely well. They introduce skilful questions to extend and support children's knowledge and understanding further.

Children play independently becoming active, curious and inquisitive learners. They develop an excellent understanding of the wider world as they follow their interests, exploring resources, listen to stories and take part in music and dance. The children are very well equipped with the skills they need in order to secure future learning. A wide selection of books, magazines and photograph sheets are readily available for the children to look at for further inspiration. Children are very involved at circle time for example as they counting confidently how many adults and children there are. Staff use this opportunity to enhance children's understanding of positional language as they ask the children who is sitting to the left and right hand sides and also opposite. This means children are developing strong links with numbers in an everyday activity.

Children thoroughly enjoy being active and the space inside and outside enable both boys and girls to use a combination of equipment, tools and activities which enhance their strength and mobility. They use ride-on toys and the climbing frame which all contribute to develop their skills and confidence. Children have a selection of healthy foods for their daily snack and access their water bottles throughout the session. They are reminded about the importance of hygiene and washing their hands after using the toilet and they use the mobile sink before snack time and posters are displayed to provide a gentle reminder. However, after undertaking 'messy' activities, children use a communal bowl to wash their hands, which does not fully protect children from the possible risk of cross-infection at all times. The children learn about safety through discussion and gentle reminders and also through taking part in the evacuation procedure at pre-school. Overall, children in this highly stimulating and fully inclusive pre-school are prepared exceptionally well for their next stage of learning.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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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## **Annex B: the Childcare Register**

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

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