

Merriott Preschool

Inspection report for early years provision

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Inspector	Michelle Tuck
Setting address	Church Street, Merriott, Somerset, TA16 5PT
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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

Merriott Pre-school is situated in premises on the playing fields of Merriott First School. The pre-school is open each morning from 9.00am - 11.30am and afternoons between 12.30pm - 3.00pm. The pre-school also hold a lunch club each day from 11.30am -12.30pm. The pre-school is registered on the Early Years Register. There are currently 42 children on roll. The group have sole use of the premises which include a small kitchen area and toilets. There is a large grassed/astro turf playing area with raised beds for gardening activities, complete with a large bike track and a patio area with sand pit. There are eight members of staff who work with the children on a regular basis, as well as a relief member of staff. All are qualified and experienced or are working towards qualifications in child care. The supervisor has a National Vocational Qualification at level 3 in early years care and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children take part in exciting, stimulating, challenging activities and they are progressing well in all areas of learning and development. The key person system works well to support children's individual needs. Staff are calm, caring, enjoy being with the children and offer the children plenty of praise and encouragement. They work together effectively to provide a warm, welcoming environment where children feel safe and secure. There is a good partnership with parents and the adjoining primary school. The self-evaluation process is beginning to develop.

What steps need to be taken to improve provision further?

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

- develop further systems for self evaluation
- build on links with other settings providing care for the children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. Robust procedures are in place and understood by the staff. Effective procedures are in place to protect children from harm and identifying children at risk. Risk assessments help staff keep the environment safe for children to play. Children are taught to keep themselves safe through clear explanations from staff. For example, children are taught how to handle scissors safely.

Resources are used effectively, are fit for purpose and able to support children's learning and development. The environment is conducive to learning and as a

result children achieve well. The key person system works well and staff have a good knowledge of the children and their backgrounds. Detailed observation and assessments are completed and staff clearly identify children's starting points, next steps and interests which consequently help them provide challenging activities for the children. Actions and recommendations from the last inspection have been completed successfully and demonstrate a commitment to improve. The staff work hard together, are good role models and strive to provide good quality childcare. They have begun to put systems in place to continue to evaluate the provision, to identify their key strengths and areas for development to further improve outcomes for children.

There is a good partnership with parents". Detailed information is shared with them. Details of children's key person are easily accessible on a notice board and all relevant information is shared with them. Parents have easy access to policies and procedures and their child's learning journals are shared with them regularly. Daily verbal communication is exchanged when parents' leave and collect their child. Parents are encouraged to share their child's achievements from home through completing 'wow' cards. The parents are very happy with the care provided and the approachability of staff. Partnerships with the adjacent school are very good; partnerships with other early year's settings that children attend are not as well developed.

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

Children have high levels of confidence and self-esteem. They have a strong sense of belonging and security within the setting. Children have excellent relationships with staff and their peers. They work exceptionally well independently and with their peers. All children are valued and engage in a wide range of activities and experiences in this fully inclusive environment. Children's behaviour is extremely good and they show a great sense of responsibility.

Children play outside, adding sand to the water, they pretend the sand tray is a tip and discuss where all the rubbish goes. Children ride their bikes and scooters on the track outside, in their role play they pretend to sell petrol, using a hose to pretend they are filling the cars up.

Children share and take turns extremely well. They develop their role play themselves and can be heard saying things like 'do you want to come and play outside?' Children push dolls around in pushchairs and say 'we are going shopping.' Children play in a word rich environment, the use of signs such as the bus stop and the village bus timetable outside enhances the environment and adds to the children's role play games effectively.

Staff are careful to only interact when required and when they do they ask open-questions to help children think and learn. Children have easy access to books and enjoy taking part in stories. Children spontaneously look at books together and pretend to read their favourite story to one another such as Goldilocks and the Three Bears. Children can choose to play inside or outside where there is a wide range of activities available.

Children understand about healthy lifestyles and good personal hygiene practises. They have healthy snacks provided and are able to select what they would like,

through looking at the menu. Children are encouraged to pour their own drinks and enjoy a lovely sociable time while they have a break. Children understand about keeping themselves hydrated and regularly access a drink during the sessions with no prompting from staff.

Children thoroughly enjoy their learning; they show excitement from what is on offer. Children could not wait to show the inspector the strawberries they had planted in the garden and wanted to talk about the tadpoles they had been observing. Staff are very good role models so children develop high levels of self-esteem and respond by being kind, polite and considerate. The pre-school is highly successful in enabling children to develop skills that will support them in the future. The good range of communication and literacy play opportunities ensures children are vocalising early and those children that find it more difficult to communicate are well supported to develop the skills they require. Early mark making is actively promoted both indoors and outdoors with accessible materials such as chalks, paints and pencils.

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	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	2
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	2
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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