

Marsh Gibbon Pre-School

Inspection report for early years provision

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Inspector

Jan Leo

Setting address

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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

Marsh Gibbon Pre-School opened in 1976. It operates from three rooms within a community hall in the village of Marsh Gibbon. The pre-school is managed by a committee of parents and serves the local area and surrounding villages.

The group is registered on the Early Years Register to care for a maximum of 32 children aged from two years to the end of the early years age group. There are currently 56 children on roll and this includes 45 three and four year olds who receive funding for early education. The group has systems in place to support children with special educational needs and/or disabilities, and those who speak English as an additional language. Children attend for a variety of sessions.

The group opens five days a week during school term times with sessions operating from 9.15am until 3.00pm on Mondays, Wednesdays, Thursdays and Fridays, and from 9.15am until 11.45am on Tuesdays.

There are 10 members of staff employed to work with the children, all of whom are part-time. Of these, nine hold a relevant early years qualifications at level 3 or above and one is training to extend her qualification.

The setting receives support from the Buckinghamshire Early Years Development and Childcare Service and is a member of the Pre-School Learning Alliance. The pre-school successfully gained the Buckinghamshire County Council Quality Assurance Award in 2006.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Exceptionally strong leadership and management result in this provision being a highly effective setting which undoubtedly meets the needs of the children who attend. Equality and diversity are very well promoted and this, together with the imaginative use of resources and a stimulating learning and development programme helps ensure children reach their full potential. Procedures to preserve a high standard of health and safety are robust and generally very effective in helping children settle quickly and feel safe within the pre-school. The staff work extremely well as a team and all have the knowledge and skills to continue the high quality service should any staff be absent. They routinely monitor and evaluate all aspects of the setting and implement effective, formal procedures to standardise the service and continue development. Exceptionally strong partnerships are in place with parents and other adults involved in children's development and consequently all children thrive.

What steps need to be taken to improve provision further?

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

- help strengthen the key person bonds further by ensuring that the key person is always free to help new children become familiar with the routine
- regularly revise safeguarding procedures and appropriate responses with staff to build their confidence and ensure consistency if concerns arise

The effectiveness of leadership and management of the early years provision

The staff have a very secure understanding of the child protection procedure and their responsibility to safeguard children from harm. They fully understand the procedure to follow should concerns arise and most have the confidence to act appropriately without the need for advice. Staff complete thorough risk assessments and daily safety checks to keep children safe as they grow and develop. They routinely monitor accidents and daily use of the facilities to help inform the risk assessments and improve safety further. All children receive a high level of supervision with their key person settling them initially to help them feel safe. The strong organisational skills and team work enable the staff to adapt effectively to any situation. They remain calm and attentive throughout the day and each takes responsibility for dealing with whatever they see. The staff currently have rotating duties in order to become knowledgeable about all aspects of the setting and a skilled and valued member of the staff team. Whilst the children still get the level of support they need, this rotation sometimes prevents their key person from giving their attention, hampering the bonding process slightly.

The staff have a comprehensive range of policies and procedures to formalise operations and they routinely review the effectiveness of the service through parent's questionnaires and links with the local authority in order to keep standards high and remain effective. The children benefit from all staff being well qualified, experienced, and dedicated to providing a professional and caring service.

Staff take a pro-active approach to everything they do, organising meetings for example, with the local authority and inviting children's other carers in order to ease the transition into school, share good practice, and build valuable lines of communication to help create a true partnership of care. Parents and childminders alike receive all the necessary information to be part of children's ongoing development and the staff welcome contributions from specialist agencies to help children overcome individual difficulties and progress at their own level.

The education programme is well thought through to ensure all children have equal access to both equipment and learning opportunities, with staff valuing diversity and meeting children's needs on an individual basis. Staff monitor what children do and adapt their plans in order to entice children to try new things. They have strong home links to help in deciding appropriate themes and topics to

follow and they make very good use of resources to encourage independence and inspire learning.

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

The children arrive happily and confidently decide what to do and where to play. Some sit with adults at the craft table engrossed in making a masterpiece while others flit around the room alone to see what is on offer, trying all the activities that interest them, happy with their own company. The children balance on beams and jump off logs to show off their physical skills and expend some energy. They sometimes use resources for their own purpose by, for example, picking up a wooden block to use as a gun, firing at invisible foe and showing a well developed imagination.

One spots a number line and carefully undoes the pegs to take down the numbered sock shapes. A member of staff joins him, aware of the goal to focus his concentration. She assists as necessary and encourages the child to replace the 'socks' in number order, including counting and number recognition appropriately within the game. The child shows pleasure in his achievement and counts in order repeatedly, studying the number shape to reinforce his recognition skills.

Children of all ages know where resources live and what to do with their completed work. Some place wet paintings in a drying rack while others place their pencil drawings into their tray ready to take home. They find and don their coats successfully, decide for themselves how to stay busy and pour their own drinks with increasing control, demonstrating a high level of independence.

The children have access to technical equipment to help them learn about modern life and develop useful skills for the future. Some enjoy 'filming' their peers on a toy video recorder, gazing in wonderment at the changing images as they move around the room. All participate in music delivered by an outside agency and older children enjoy French and physical education classes to ease their transition into school. The staff support children's participation and successfully control any exuberance to help the children benefit fully from the session without feeling inhibited. The children balance, jump and stretch to follow instructions in imaginative songs, using chiffon scarves to become colour monsters and wading through puddles in imaginary 'wellies'. The children follow instructions well, listening carefully and responding appropriately to what they hear. All join in enthusiastically and the staff show exceptional skill in seeing where support is needed and diverting attention to keep control of a lively group. As a result, behaviour is excellent and the children get on very well together.

The staff know their key children very well and plan appropriately for their continued development. They keep progress records up to date, complete regular observations to help when planning children's next steps and they make all

information available to parents. All staff show a very secure understanding of how children learn and automatically support any child when they think there is a need. This, and staff's commitment to the setting, ensures a high quality and fully effective service at all times.

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	2
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	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

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	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	1

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