

Shenley Church End Pre-School

Inspection report for early years provision

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Inspector	Aileen Finan
Setting address	Burchard Crescent, Shenley Church End, Milton Keynes, Buckinghamshire, MK5 6HF
Telephone number	01908 340850
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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

Shenley Church End Pre-School opened in its present location in 1994. It operates from a community hall attached to Shenley Church End Leisure Centre in Milton Keynes. The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of 30 children in the early years age group at any one time. The pre-school is open each weekday from 9am to 11.30am and again from 11.45am to 2.45pm.

There are currently 47 children aged from two to under five years on roll. The pre-school provides funded education for three and four-year olds. Children come from the local and surrounding areas. The pre-school currently supports children with English spoken as an additional language and children with special educational needs and/or disabilities.

The pre-school employs eight staff and an admissions officer. Of the staff working directly with children, seven have 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 good.

Overall the quality of the provision is good. The pre-school has acted upon the recommendations set at their last inspection and are aware of their strengths and areas of minor weaknesses. The enthusiastic staff work well together in enhancing the outcomes for children. Learning and development opportunities are strong although could be extended through better use of the outdoors and role-play areas. Partnerships with parents and other agencies are well established.

What steps need to be taken to improve provision further?

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

- enhance the opportunities for children for indoor-outdoor free-flow play with learning objectives which complement their development indoors
- extend children's curiosity and exploration through role play with ideas that are freely chosen by children and supported by staff.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. Risk assessments identify any hazards and staff are vigilant to keep children safe. They explain to children how to be safety

aware for themselves too. Staff have a good understanding of their responsibilities to protect the children they care for and understand the procedures in place should they have a concern about a child. Procedures to document medication, accidents and incidents are effective. Registers detail staff and children attending and parents are made aware of the role of Ofsted as the regulatory body. Recruitment, vetting, induction, staff appraisal systems and training are robust.

Staff are enthusiastic and caring. They work well with one another. Planning for children and the future development of the pre-school is based on effective evaluation. Consequently, the outcomes for children are good. Resources are well managed and the hall in which the pre-school is based is used well. Toys and resources are in good condition. Staff understands children's starting points and therefore, children achieve well and their development is good. The pre-school actively promotes equality and diversity. Staff are aware of children's backgrounds and needs. They teach children about similarities and differences. Staff are able to identify children needing additional support and work closely with other agencies to support their needs. Partnerships with many other professionals are well established. These include speech and language, local authority early years staff, health visitors, police, fire fighters, road safety professionals, the library service, the leisure centre and teaching staff of the main feeder school. Relationships with parents are positive too. Parents receive regular and timely feedback about children's progress and meet with key person staff at the end of the year as well as prior to children starting at pre-school. The pre-school is engaged with parents and children in evaluating their progress and planning for their future and continuous improvement.

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

Children are happy and settled. They are confident to talk and approach staff for help. Staff know children's backgrounds well and good opportunities are made for settling in visits and to gather information from parents about children's needs and backgrounds. The hall is set up for when children arrive but one area is left for children to freely choose favourite activities. This helps children to make decisions which in turn boost their confidence and self esteem. The staff speak warmly to children and therefore, they feel settled and secure. They soon learn the routines of the day and mix well with one another forming relationships and making friends. Children develop skills for their futures, through effective use of learning materials on the computer, group singing and story time as well as on-going communication with the staff. Children behave well. They respect one another, listen, take turns and share. They are aware of each others' similarities and differences and respect these. Children feel safe. They learn about responsibilities, for example, helping to clear away after snack or lunch time. They learn about their own safety too by taking part in the fire drills and actively learning about road safety. Children learn about healthy lifestyles. They have daily opportunities to go outside to play and enjoy weekly sessions in the sports hall at the leisure centre. They have grown their own vegetables and fruits. Children understand their own healthy routines, understanding for example, the need to wash hands after using the toilet and

before eating.

Staff are aware of children's starting points, their interests, likes and dislikes. Effective planning helps staff to provide children with opportunities to develop to their full potential. Staff provides a range of play, activities and toys which encompass all areas of learning within the Early Years Foundation Stage. Children's development records plot their progress. These records are shared with parents. Diary books are shared with other agencies and professionals such as childminders who share children's care. Consequently, this effective practice helps children to develop further. The indoors is conducive to learning. Therefore, children make good progress. They happily choose their play activities. The 'home corner'/dressing up/role play area however, is not appealing and subsequently is not effectively chosen by children and used to its full potential.

Children love the outdoors. There are a range of play activities provided for the children in the outside area. While some restrictions on the use of the outdoor area in more inclement weather and in particular for free-flow indoor-outdoor provision limit the outdoor use, learning opportunities are often missed. For example, action story time was not taken outside and some development opportunities are not extended by taking further resources outdoors. In all however, children are very content. They confidently join in at song time and gasp with delight at the stories being read to them. They eagerly take home pictures they have painted and construct or play with dolls in the make-believe play. Many opportunities are made for children to learn through other providers such as the library service who visit and staff from the local children's centre who join them for songs and singing. Transitions to schools are enhanced by visits from teachers. Staff also take children to the local school for additional visits. Children enjoy environment walks and celebrate various festivals. They play well and are interested in a broad range of activities.

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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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