

Mappleborough Green Pre-School

Inspection report for early years provision

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27/09/2011

Inspector

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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

Mappleborough Green Pre-school originally opened in 1974 and changed ownership in 2011. It is privately owned and managed by Fond Memories Childcare Ltd. The Pre-school operates from one large room within a single storey community centre in the Winyates Green area of Redditch. The Pre-school serves the local area and has links with local schools. There is a fully enclosed play area available for outdoor play. The pre-school is open five days a week during term time only. Sessions are from 9am to 12noon Monday and Wednesday and from 9am to 3.30pm on Tuesday, Thursday and Friday. A summer school is also operated for eight days during the school summer holiday period.

The pre-school is registered on the Early Years Register. A maximum of 32 children may attend the nursery at any one time. There are currently 52 children aged from two to under five years on roll, some in part-time places. The pre-school currently supports a number of children with English as an additional language.

There are six members of staff, five of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2 or 3. One member of staff is working towards a degree qualification. The setting provides funded early education to three- and four-year-olds and receives support from the local authority and the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All areas of the pre-school's practice are strong, with some aspects being exceptional. Children show great enthusiasm and enjoyment in all they do and sustain their interest and concentration for lengthy periods. They develop a strong sense of belonging, are confident, behave well and have exceptional relationships with staff and each other. Staff work closely with parents, local schools and other professionals to ensure that all children's experiences are both positive and rewarding. Leadership and management are strong and there is a clear vision for high quality provision. Effective evaluation and a commitment to developing new ways of working is raising standards and ensuring the pre-school is fully focused on providing high quality outcomes for children.

What steps need to be taken to improve provision further?

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

- extend staff's knowledge of how to create additional opportunities for children to learn through safe risk-taking.

The effectiveness of leadership and management of the early years provision

Effective safeguarding arrangements are used well to ensure staff have appropriate training, understand their roles and responsibilities and are confident in carrying these out. Staff receive regular safeguarding training, are all appropriately vetted and work to clear guidelines for reporting issues and sharing relevant information. They work closely with parents to ensure they gather information about such things as access, collection arrangements and who has parental responsibility and some aspects of the pre-school's safeguarding practice is highly effective. For example, the setting has developed a very informative safeguarding advice board so that all adults know how to behave appropriately around children and what to do if they are worried about a child. Safety checks and thorough risk assessments ensure safety is always a priority, although, there is room to improve staff's knowledge about how to support children in learning about safe risk-taking.

Leadership is strong and there is a sharp focus on improving standards. Self-evaluation is well established, with all staff fully committed to improving the quality of practice. Those in charge have successfully instilled a strong sense of team work and common purpose throughout the pre-school, with training and quality assurance schemes used well to evaluate current practice and guide improvements. Many new ways of working have recently been introduced, as a result of a change of ownership. These are starting to raise standards further, although, the full impact of these has yet to be seen. Staff are well trained, experienced and show enthusiasm when working with children. They are skilled in knowing how to spark children's interest and imagination, join in with children's play and are extremely caring. Staff work hard to provide a safe and nurturing environment within the pre-school. They ensure children play well together and a strong focus on language development is helping children develop strong communication skills and overcome any difficulties or barriers they may have. Positive messages about how children should behave towards each other are constantly reinforced by staff and they work closely with children to promote understanding and tolerance. Space and resources are used particularly well and effective staff deployment ensures that everyday tasks, such as clearing away and cleaning, do not impact on children's play or learning.

Partnerships at all levels are well established and make a positive contribution to children's achievements and learning. Staff work closely with outside professionals, when necessary and good links with local schools ensure important information about children is shared so that their move into full-time education is eased. Relationships with parents are particularly strong and they are kept well informed and fully involved in their child's care and early education. For example, parents talk about their child's day with pre-school staff and are given time to ask questions or talk over any concerns. The pre-school's website and parent questionnaires are used to gain feedback on the service being offered and taster sessions, regular parent evenings and key worker appointments ensure there is a constant flow of two-way information between home and the pre-school. As a result, the pre-school is highly regarded by parents who comment positively about

the quality of its work. For example, parents say they recognise how well their children are progressing and compliment staff for the caring atmosphere they create.

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

Children have excellent opportunities to learn and experiment and so make outstanding progress. Sessions are planned to include time for children to develop their own play, as well as focused activities and small group work on such things as learning letters, numbers and colours. Younger children benefit from learning alongside their older friends and stimulating projects and challenging activities encourage children to succeed in all areas of their learning. For example, children use a light box, discover how to mix paint and make repeat patterns using black and white. Children's communication skills are particularly well supported through signs, gestures and visual clues. These help all children, including those who speak another language, to share their ideas, say what they want and join in. Children's progress is monitored through ongoing observations and assessments and these are used exceptionally well to ensure children develop the skills they will need for the future.

Children show exceptional independence and are eager to explore new things. They arrive eagerly, help themselves to what they want to do and are quick to share what they know. Children behave extremely well and develop strong relationships. For example, they share their news at meal times, sit and listen to each other at circle time and sing a 'goodbye' song when it is time to go home. Excellent communication skills are developed as they discuss their experiences and they develop early reading and writing skills when finding their name at snack time or making marks in sand, foam and paint. Children learn to link sounds to letters through phonic rhymes and songs. They learn a new letter each week and enjoy taking home books to share with their parents. Numbers and reasoning are threaded through all children's activities and they quickly show they know how to count, match and sort. Bug hunts and interesting textures encourage curiosity and children show great excitement and awe when discovering a lady bird. Children use a range of technology as part of their everyday play, showing skill when using the light box or pressing buttons to make the mini robot move in different directions. Imaginary and messy play provides children with lots of opportunities to express themselves freely and they enthusiastically join in with nursery rhymes and action songs.

Daily outside play and nutritious snacks ensure children understand about healthy living and develop strong physical skills. They enjoy different tastes and textures during snack time and develop strong life and social skills as they help themselves to what they want, sit with their friends and help to clear away their plates and cups. Packed lunches are provided by parents and children are well supported in learning to cope with opening packages and cartons in readiness for school. Children's physical skills are well developed and they build strong muscles as they climb, slide, pedal and balance. Children show they feel safe, happy and secure. Their safety is given a high priority and they willingly practise new skills because

they know staff are close by to offer support when they need it. Simple rules, such as, not throwing toys, not running inside and being careful when on the climbing frame, help children to develop strategies for keeping safe. Story books and fire safety packs encourage children to think about what to do in an emergency and they talk confidently about knowing how to telephone for help if they need it.

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	1
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	1

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