

Little Marlow Pre-School

Inspection report for early years provision

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Inspector

Kim Mundy

Setting address

The Pavillion, Church Road, Marlow, Buckinghamshire, SL7
3RS

Telephone number

07967 597 516 or 01628 524514

Email

Type of setting

Childcare - Non-Domestic

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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

Little Marlow Pre-School opened in 1980 and it is run by a private provider. The pre-school operates from the Cricket Pavilion in Little Marlow recreation ground in Buckinghamshire. There is access to a hall, kitchen, cloakroom, toilets and outside play area. The pre-school is open Monday to Friday during school term times and sessions are from 9am until 12pm. The pre-school is registered on the Early Years Register to care for up to a maximum of 20 children at any one time. There are currently 26 children on roll in the early years age group and they attend different sessions. Systems are in place to support children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. The pre-school employs five full-time staff and of these, four staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are having fun and they are well cared for. Overall, this pre-school provides many positive first-hand experiences to help children to make good progress in their learning and development. All aspects of children's health and safety are promoted well. In the main, good partnerships with parents and others are established to support staff to meet the children's individual needs. The pre-school has systems in place to evaluate their effectiveness and the enthusiastic staff team clearly demonstrate a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop partnerships with parents, giving them more information about their child's progress and involving them in their child's ongoing assessment
- plan the use of books to locate information.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff have a good understanding of child protection issues and how to protect children. Rigorous staff recruitment procedures mean that staff are suitable to care for children and good systems are in place to ensure children's safe arrival and departure. Thorough risk assessments are carried out for the premises and outings to further promote children's safety.

The pre-school's policies and procedures are regularly reviewed and all necessary records are in place to promote children's well-being, such as accident and medicine administration records.

Self-evaluation is used effectively to identify areas for further development and to monitor the quality of care and education. Parents, staff and children's views are valued as an important part of this process. Feedback from questionnaires demonstrates that parents would like more information about their child's progress. Staff have successfully addressed the recommendations set at the last inspection, which shows commitment and an ongoing capability to make continuous improvement.

The pre-school promotes inclusion for all children including those with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. Staff establish good relationships with other professionals and seek specialist advice for individual children as required. Close links with other professionals guides and supplements the work of the staff. Children make choices from the wide range of toys and resources, which underpin their successful play and learning experiences.

Positive partnerships with parents and carers enable children to settle easily. Information is shared through regular newsletters, the pre-school website, a text messaging service and daily discussions with the friendly and approachable staff. Parents are unanimous in their support of the pre-school and are very happy with the care and education their children receive, although they are not currently fully involved in their child's ongoing assessment. Good links are made with the local schools, which enables children to have a smooth transition into school.

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

Children are developing a good appreciation of healthy lifestyles. They enjoy fresh air and exercise everyday as they have the option to play inside or outdoors. They are developing control over their bodies as they slide, crawl and balance on various apparatus. Children participate in music and movement which expose them to a variety of action songs, rhythm and rhyme. This helps to support their social and early communication skills. Through the daily routine, children observe good hygiene practices carried out by staff and children they learn to wash their hands routinely. Healthy snack choices are provided, such as fresh fruit and bread sticks. Children are learning to take responsibility for their own safety as they practise the fire drill and learn about stranger danger. Children are well-behaved and they know what is expected of them, as they help set the boundaries for appropriate behaviour within their pre-school. Children are developing confidence and self-esteem which is extended by staff's consistent praise and encouragement.

Children are making good progress in their learning and development. Staff are knowledgeable about the early learning goals. They plan and provide a good range of thought-provoking learning experiences both inside and outdoors. Staff use

questioning well to extend children's listening and speaking skills. There is a good balance between adult-led activities and those the children choose for themselves. Staff intervene when appropriate to re-focus children's attention or unobtrusively support the children's next steps in learning. Through discussion at the end of each session, children give the 'thumbs up' or 'thumbs down' for the experiences they enjoyed and staff use this information to repeat and consolidate future learning experiences.

Children are developing skills for the future. Their early writing skills are developing well, as they use their fingers to make patterns in shaving foam, and draw with chalks, pencils and crayons. Words are on display so children begin to understand that print carries meaning. Children listen attentively to stories and the staff's use of puppets and props further captures their interest. Staff are creative and imaginative. They adapt stories and children thoroughly enjoy going on a hunt to find the hidden pictures of tigers outside. However, the use of books as a source of reference is not currently encouraged during activities. Children are being creative as they stick with a variety of materials and explore textures, such as lentils, sand, ice and water. They use their imagination as they use the work bench tools, such as drills and screwdrivers. Children have fun when using recycling materials, such as using tissue boxes as shoes. They also enjoy role play as they iron clothes, make cups of tea and push the dolls around in the buggy.

Children spend time developing their problem-solving skills as they construct towers with bricks and fit puzzles together. In the water play, children experiment as they float and sink objects. Children are finding out how things work when they use programmable toys, telephones, keyboards and cash tills. They are learning about living things as they plant cress and beans. In addition, children are finding out about their local community on walks to the farm. They collect leaves and twigs from the pavilion grounds, which they study with magnifying glasses. Children are developing a good awareness of multicultural Britain as they celebrate various festivals, such as Harvest when they make vegetable soup and Diwali when they make Diyas. They have access to a range of toys and resources which help them to learn about diversity in society. For instance, children use books and play with dolls, puppets and music from around the world. Children are developing positive attitudes to their learning and this prepares them well for the future.

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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