

River Meadow Pre-School

Inspection report for early years provision

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Inspector	Hayley Marshall

Setting address	River Meadow Pre-School, Thames Drive, NEWPORT PAGNELL, Buckinghamshire, MK16 9DS
Telephone number	01908 615 200
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*.

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

The River Meadow Pre-school has been operating since 1986. The pre-school registered at its current premises in 2005. It operates from two classrooms and an enclosed garden area within Tickford Park Primary School. This is situated in a residential area of Newport Pagnell, close to Milton Keynes.

A maximum of 40 children may attend the pre-school at any one time. Currently, 71 children are on roll aged between two and four years of age. Some children aged two years and all three and four year olds are funded for free early education. Children attend from the local residential area.

The pre-school is open Monday to Friday from 8.45am until 11.45am and Monday to Thursday from 12pm until 3pm, term time only. The pre-school also operates a breakfast club each weekday, term time, from 7.45am until 8.40am. A maximum of 26 children aged between four and 11 years may attend the breakfast club. Currently, 21 children are on roll.

The pre-school currently supports a number of children with special educational needs/or disabilities, and those who learn English as a second language. The pre-school is managed by a parent committee and employs seven permanent members of staff. All staff have a suitable level three qualification and the manager also has a level five management qualification. The pre-school employ a financial administrator and cleaner.

The pre-school is accredited with the Pre School Learning Alliance and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy warm and affectionate relationships with staff at the pre-school. As a result, they feel secure and enjoy their learning. Generally, consistent rules and expectations support children's behaviour helping them to feel safe. Children are making good progress in all areas of their learning because resources are of a good quality overall. Excellent partnerships with other professionals support the pre-school to meet children's individual needs. As a result, all children are making good progress and gaining an exceptional understanding of equality and diversity. Recommendations from the last inspection have been effectively addressed. Along with accurate evaluation systems and reflective practice, the pre-school demonstrates 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:

- demonstrate clear and consistent boundaries and expectations for behaviour

- support children's differing interests in the role play area to allow children to develop their enjoyment of imaginative play.

The effectiveness of leadership and management of the early years provision

The pre-school maintains a safe environment for children by making sure that all those who work with children are suitable to do so. A thorough induction procedure is in place so that staff know their responsibilities in relation to keeping children safe. Policies and procedures are reviewed and updated regularly.

However, staff do not always give children consistent messages about behaviour and expectations.

The pre-school conducts regular risk assessments to manage or eliminate risks.

This helps to create a safe environment where children can learn to be safety conscious without being fearful. Such as, when using the climbing frame independently.

The manager has high expectations for the pre-school and effectively communicates this to all staff. Effective use of systems for tracking, monitoring and analysis help to identify areas for future improvement. Good use of self-evaluation and quality assurance programmes help to identify areas for development. As a result, target setting is realistic and challenging. Consequently, outcomes for children are good.

The pre-school offers a wide range of activities for children to enjoy. Effective staff deployment means that children move freely between two large rooms and a stimulating outside area. Children are encouraged and engaged in activities by adults who are well qualified and experienced. Most areas of the pre-school are well organised to interest children. However, the role-play area does not provide for children's differing interests and is not sufficiently inviting to support children's imaginative play.

Children enjoy playing in the shared outside area, where they grow vegetables and learn about the sustainability of differing resources.

Wall displays provide purposeful and vibrant images of the diverse society in which children live. Children develop an excellent understanding of differing cultures and ethnicities because the pre-school is nurturing of children's individuality. The pre-school is highly successful in taking steps to close identified gaps in children's achievements. Adults have exceptional knowledge of children's backgrounds because they take time to find out about their individual needs. When there is an identified need, staff undertake further training to update their knowledge and skills to make sure they are capable of caring for children who have differing needs.

Partnerships with external agencies and services are excellent. The pre-school has established outstanding relationships with other professionals who provide care for children. Communication is exemplary and as a result, information sharing is extremely effective in promoting children's achievement and well-being. When staff identify that partnerships are not as strong as they could be with other providers, they are motivated to strengthen these using all opportunities available to them.

Parents are included and feel involved in their children's care, learning and development because they have opportunity to join the committee and attend sessions with their children. Good communication with parents and carers helps to keep them informed of their children's progress. Parents feel confident in the staff's ability to care for their children and their children's enjoyment of the pre-school.

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

Children enjoy their time at the pre-school because adults know them well and provide exciting opportunities for them to learn. Such as, walking to a local outdoor area to explore a dinosaur trail and making dinosaur models. Children are active in their learning because they have a choice in where they play and what they play with. Consequently, children work well independently and are making good progress from their individual starting points. The inside and outdoor environment and activities support children's learning in all six areas of the Early Years Foundation Stage curriculum. Therefore, children develop well in all areas.

Children are developing their ability to solve simple problems, such as checking to see if there are any jigsaw pieces missing from a puzzle. They use communication technology skilfully by manipulating the mouse and completing number games successfully on the computer. Children are starting to resolve situations by themselves and generally play well alongside their peers. Children demonstrate a strong sense of belonging and have developed affectionate relationships with the staff who they seek out when wanting comfort or reassurance. As a result, all children appear happy and settled. Children are able to take responsibility for small tasks such as helping put away the shopping for their snack. This helps them to develop good levels of self-esteem. Children's behaviour is good overall, and they are beginning to demonstrate a strong awareness of their responsibility within the pre-school.

Children understand about the importance of regular exercise because they have ample opportunity to engage in activities to support their physical development inside and outdoors. They eat healthy snacks and are aware of the need to wash their hands before eating and after playing outside. Some children need gentle reminding of how to maintain their own personal hygiene such as getting a tissue when they need one. Children know about the importance of eating healthy food because they grow their own vegetables in the garden area to eat.

Most children know how to stay safe without the need for adult prompts. They walk inside most of the time and wait for their turn when playing on the climbing frame. Children learn about how to keep themselves safe through activities planned to educate them about 'stranger dangers'. They also understand that the garden pond is raised off the floor so that it does not pose a risk to them falling in. A well-organised routine helps children to know what to expect. As a result, all

children even those who are new starters, feel safe and secure at the pre-school.

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	1
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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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