

New Marston Pre-School

Inspection report for early years provision

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Inspector	Jameel Hassan
Setting address	St. Michaels C of E School, Marston Road, Marston, Oxford, Oxfordshire, OX3 0EJ
Telephone number	01865 798320
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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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

New Marston Pre-School operates from the Catherine Wheel Foundation Stage unit in the grounds of St Michael's Primary School, Oxfordshire. It was originally registered in 1996. It is managed by a voluntary committee and admits children between two and five years of age. There are currently 31 children on roll, of whom 29 are in receipt of nursery education funding. In accordance with the conditions of registration, no more than 24 children may be in the setting at any one time. The pre-school opens on weekdays during school term times from 9.00am until 11.30am. On Monday, Tuesday and Wednesday there is a lunch club followed by an afternoon session from 12.30pm until 3pm. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are six staff, five of whom hold appropriate level 3 early years qualifications. The setting is registered on the Early Years Register, and 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.

The pre-school provides a vibrant and stimulating environment where children are welcomed and supported in their learning. Their welfare is well promoted and the children know how to keep themselves clean, healthy and safe. Since the last inspection, staff have worked successfully to make changes to aspects of the pre-school, particularly the opportunity for children to choose their own activities, thereby improving their learning and independence. Self-evaluation procedures are good overall, although staff are unsure how various groups of children are performing to ensure their needs are met. The manager and staff demonstrate good capacity to improve further based on their track record to date.

What steps need to be taken to improve provision further?

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

- sharpen systems of monitoring to identify and assess the progress that different groups of children make, to ensure their needs are being fully met
- develop the records of each child's progress so that they reflect the balance of child-initiated and adult-led activities.

The effectiveness of leadership and management of the early years provision

Safeguarding is good. Staff have good knowledge and information to enable them to protect children, should they be concerned about their welfare. Children's safety

is protected by sensible and robust procedures. Thorough risk assessments are carried out on a daily basis to ensure that the resources are safe and deployed effectively, both indoors and outside. Staff are rigorously vetted and a record is kept of their Criminal Records Bureau checks along with other appropriate records, such as qualifications.

Ambition and the drive for improvement are embedded well. Under the manager's good leadership, staff work well together, sharing responsibilities for the smooth running of the sessions. They all regularly contribute to the planning and the setting's on-going self-evaluation. Adults are well qualified, and attend appropriate courses which benefit the children. For example, as a result of training they have introduced a visual communication system, which has improved children's language development.

This pre-school is committed to equality, diversity and inclusive practice. Staff learn about children's interests from parents and carers, and incorporate activities into their planning. For example, the children celebrated Chinese New Year, cooked noodles and made model dragons and Chinese lanterns. Excellent resources are available to support learning, such as a weather station inside the pre-school with additional photographs of various types of weather for children to compare when they are outside. Children's progress is recorded in their individual 'learning journeys', but these do not always show whether the assessments were made during independent activities or those led by adults. Children with special educational needs and/or disabilities are well supported within the setting, having their own individual education plans and outside support from agencies and professionals. Since the last inspection, the preschool has made good improvements to planned activities which are now more challenging, demonstrating the ability to enhance outcomes for children. The use of self-evaluation enables staff to have a realistic view of strengths in order to build on these. Plans for the future are well targeted to improve outcomes for children, although this does not always identify different groups of children. Parents and carers and children's key workers form excellent relationships. They feel well informed about their children's wellbeing and progress. They are very aware that the pre-school plans from their child's interests and this is evident when they attend the parent and carer afternoons where their child's progress is shared. Parents and carers are encouraged to be involved in their children's learning and are given tips by the staff to enhance what the children learn at the pre-school and extend it at home. They appreciate the friendliness, support and openness of staff. Excellent systems are in place to keep parents and carers informed. A daily note pad is available for each child, which is shared, along with their child's detailed 'learning journey' and an additional curriculum newsletter. Parents and carers are used extensively to enhance the provision. For example, those with musical talents are asked to share their expertise playing the guitar or cello for the children. Good transitional arrangements are in place and detailed information is given to the children's next place of education.

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

Children make good progress across all areas of learning, because of

good provision. Staff cater for individual children's interests in their planning. For example, some children enjoy playing with dinosaurs and so the pre-school has purchased some detailed dinosaur models. Children discuss with the staff how different they are and their language is enhanced using such words as 'long', 'tall', and also looking at different colours. Mathematical language is also developed well. Children use vocabulary such as 'large', 'small', 'wide', as well as counting the various teeth each dinosaur has.

Children have a good understanding about healthy lifestyles. They enjoy being outside running around and balancing on the logs. They practice good health and personal hygiene routines, acting independently to wash their hands before eating a healthy snack of fruit and breadsticks.

Children develop a good understanding of the world and the local community. For example, throughout the year they celebrate festivals, try different ethnic foods and have an excellent range of resources which show positive images of ethnicity and gender.

Children play imaginatively outside and enjoy being physically active in the fresh air. They jump from one log to another, balancing carefully and being very aware of the dangers. For example one child mentioned the logs were slippery and to be careful not to fall. Children make particular use of the construction blocks, wanting to create the tallest tower in the world, therefore developing their understanding of shape and space by deciding whether to use the red square blocks or the blue cylinder shaped blocks. There are also mark-making opportunities outdoors which help to develop children's early writing skills. Staff use these all of these opportunities to observe and record children's progress.

Children take responsibility for themselves and others. Each morning children self-register and match their name with their portrait. Children help staff tidy the equipment away and sweep the floor after a snack and at the end of a session. Easily accessible resource boxes are available, which children may use at anytime. During the sessions they use a range of materials such as play dough, and tools such as scissors, safely and carefully.

Strong relationships are evident between staff and children. Children show a strong sense of security as they confidently approach staff for support and care. They demonstrate a good understanding of how to keep themselves safe. For example, they put on their coats and wellington boots if it is cold and wet outside, and tell each other to be careful on the mud. They remind each other about sharing toys and other resources, such as the play dough and cutting utensils.

Transition to school is strong. Parents and carers attend their next setting along with staff from the pre-school. The staff of the pre-school and local school meet regularly to discuss the children's needs and progress during the summer term. Overall, children behave well and staff are consistent and positive in their behaviour management as children show

respect to themselves, their friends, staff and visitors.

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	1
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	1

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