

Medstead Pre-school and Nursery

Inspection report for early years provision

Unique reference number 109996
Inspection date 03/02/2012
Inspector Gail Robertson

Setting address Roe Downs Road,, Medstead, Alton, Hampshire, GU34 5LG

Telephone number 01420 561028
Email pfbrough@a4art.freeserve.co.uk
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Medstead Pre-school and Nursery opened in 1989. The group was registered in 1992 and is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It may care for no more than 38 children from two years to under eight years any one time. The Pre-school Nursery is run by a parent management committee and is a registered charity. It operates from two rooms in self-contained, purpose-built accommodation within the grounds of Medstead Primary School, near Alton in Hampshire. There is disabled access to the ground floor but not the upper level. There is an enclosed outdoor play area, and the setting has the use of the school grounds. Sessional and full day care is offered to children from two years to under five. The setting is able to offer breakfast club in conjunction with the primary school. The group serves the local area, although they also take referred children with hearing impairments from a wider area. There are currently 84 children on roll; of which 72 are early years children. This includes 45 funded three- and four-year-olds. Children can attend for a variety of sessions, from half to full days. The group support children with special educational needs and/or disabilities, and children who speak English as an additional language. The group opens five days a week during school term times. There is a flexible start time from 8.05am with sessions finishing at either 12.05pm, 1.05pm or 3.05pm. Afternoon sessions, including the lunch period, are also available from 12.05pm until 3.05pm. The group has a well established team of 12 staff, including two managers and a supervisor. Seven are suitably qualified, one manager holding a higher qualification, two have a Level 2 qualification and two are unqualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Medstead Preschool and breakfast club is good in its work of caring for and keeping children safe. The manager and committee are seeking to further protect children by undertaking more training. It is an inclusive setting where children are very happy, make good progress and their needs are met. The practitioners are a strong, caring and dedicated team. The well-organised learning indoor accommodation is not reflected in the outdoor environment. Good leadership and management, coupled with accurate self-evaluation, means that the setting demonstrates a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- complete the safer recruitment training to support decisions taken when recruiting suitable staff to work and care for the children
- improve the outdoor environment so that it reflects the good quality of the

inside environment in stimulating children's curiosity in reading, mark making and problem solving.

The effectiveness of leadership and management of the early years provision

Safeguarding has a high priority here. Policies and procedures for children's safety are regularly visited and shared with parents. Robust suitability procedures are followed to ensure staff are qualified and suitable to work with children. However, the managers have not completed safer recruitment training to help them make decisions when appointing new staff. Staff have a clear understanding of their duties for child protection and know the procedures well. Risk assessments are recorded thoroughly. Adults show children how they can keep themselves safe and free from harm but allow them to take safe risks. For instance, in the outdoor area, children manoeuvre the wheeled toys whilst others play in and on the climbing frame. Accidents are monitored for hot spots in the setting and for those children who may need further help to keep themselves safe. Staff have relevant early years qualifications and a good knowledge of how children develop and learn. The management encourages staff to further their knowledge through continuous training based on the regular appraisal cycle. Everyone works well together to maintain the high standards and to improve the provision and their practice. Leaders and manager embed ambition and drive change well. Self-evaluation is good and informs decision-making. Staff contribute their ideas and suggestions at staff meetings to help the manager and committee to prioritise improvements. Parents and carers are consulted and children's opinions valued. The purpose-built accommodation has been well thought out to offer children an exciting place to stimulate their curiosity and to have a fun time. Upstairs is dedicated to the older children and preparing them for the next stage in their education. It is quiet here, with little to distract while they are working. There is a wealth of high-quality resources for the children to use and for them to take responsibility for their own learning. Staff have displayed children's work thoughtfully and prepared many notices and labels to promote the use of letters and numerals but the outside is in stark contrast as there are hardly any displayed.

This is an inclusive setting where equality and diversity are promoted and the needs of all children are considered at all times. The key worker system works well to ensure children's needs and interests are fully met. Staff have high expectations of what all children can do and challenge them in tasks they present and through open questioning. The setting has outstanding links with parents and carers, who spoke highly of the setting. They reported how well the staff knew their families and how approachable they are. 'Always ready to support me', said one. Parents and carers are extremely well informed of their children's progress and together they devise next steps for children's development and learning. Relationships with other providers is outstanding, particularly the host primary school that the children mostly attend so that transition time presents no problems for the children and staff are fully informed about the children's stage of development and their achievements. The setting belongs to various network groups and supports the local authority in providing information for the setting for network training. It is a good role model setting for others.

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

Staff know each child and their family extremely well. The setting is most welcoming and there is a warm family feeling as soon as you walk in. It is made attractive and cosy through children's work being carefully displayed. Children have a good sense of belonging and share a warm and caring relationship with each other and staff. The older children in the breakfast club care for and help the younger ones with great consideration. Children's particular needs are appropriately met from day one, as parents help staff by giving them information about their child's development. This flow of information continues with parents and carers writing 'Wow post it notes' representing significant milestones reached at home for the children's 'Learning Journals'. 'He dressed himself for the first time this morning', wrote one parent.

Children are eager and confident coming to the setting. They share ideas with each other and staff, particularly first thing in the morning at breakfast club as they eat their wholesome, freely chosen breakfast. Children know how to react in the case of an emergency, such as the fire drill. They have an excellent understanding of healthy lifestyles. Before sitting down for a healthy snack of fruit and milk, they washed their hands. They have access to a drink throughout the session and helped themselves when feeling thirsty. At lunch times, children learn to converse, listen, count, relax and enjoy each other's company. They have an excellent range of exercise planned each week, such as swimming, dance and football sessions which help them learn how to keep their bodies healthy. The planned daily programme arises from the staff's observations of children's progress backed up with evidence from observations and tracking progress over time. This leads to staff's good ability to plan the next step in each area of learning. All children make good progress in all outcomes and areas of learning as a result of the good quality of adult input and effective verbal communication between staff. Good provision for equality and diversity, means that children become considerate, tolerant and kind to others, irrespective of background.

Children thoroughly enjoy the adult-led activities, although they have time to decide for themselves what they would like to do. As a result, they develop confidence, independence and self-esteem. They explore using all their senses, establish their independence and quickly become absorbed in their learning. For example, when playing 'Kim's memory game', the older children are challenged to find the difference in winter clothing that one of their peers wears after they closed their eyes. They share equipment and ask politely for tools when playing and working with the playdough. All children enjoy stories, and learn to read using sounds and letters. They write by mark making using their skills in the right context. For example, in the role play area they record what they are selling and how much it costs. All of this results in children enjoying and achieving well. They become active, well-motivated learners and gain appropriate future skills. Children's behaviour is good and they have good attitudes to learning.

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	1
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
--	---

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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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