

# Maiden Erlegh Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	148665
<b>Inspection date</b>	20/02/2012
<b>Inspector</b>	Lynne lewington
<b>Setting address</b>	Community Centre, Silverdale Road, Earley, Reading, Berkshire, RG6 7HS
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<b>Email</b>	
<b>Type of setting</b>	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

Maiden Erlegh Pre-School opened in 1984. It operates from the community centre situated in the grounds of Maiden Erlegh School in Earley, Reading. The pre-school has use of two rooms within the building and serves the local community. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children under eight years of age may attend at any one time, all of whom may be in the early years age group. The pre-school is not registered to care for children under two years of age. There are currently 32 children in the early years age group on roll. The pre-school receives funding for free early education for three- and four-year olds. Children attend for a varied number of sessions. The pre-school has systems in place to support children with special needs and children who speak English as an additional language. The pre-school opens five days a week during school term times. Sessions are from 9.15am to 11.45am each day with two afternoon sessions from 12.15pm to 2.45pm on a Tuesday and Thursday. A lunch club operates between 11.45am and 12.15pm on Tuesday and Thursday. There are six members of staff who work with the children of whom five have early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a very warm, safe and caring environment for children who make good progress towards the early learning goals. The enthusiastic staff team have a good deal of experience in caring for children and are knowledgeable about how children learn. Records of the children's progress clearly identify the progress they are making and the next steps to aim for in their development. Most children are consistently challenged in their learning to help them progress well. Effective relationships have been established with parents, which contribute to the children's individual needs being met to a good standard overall. The pre-school demonstrates a good capacity to maintain positive ongoing improvement.

## What steps need to be taken to improve provision further?

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

- develop further awareness of, and sensitivity to, the needs of children learning English as an additional language, using their home language when appropriate and ensuring close teamwork between staff, parents and bilingual workers so that the children's developing use of English and other languages support each other

- create further experiences and activities that are challenging but achievable to help maintain children's interest and positive behaviour.

## **The effectiveness of leadership and management of the early years provision**

Staff place a strong emphasis on safeguarding children and understand the procedures to follow if they have a concern about a child's welfare. Clear policies and procedures are understood by staff and made easily accessible to parents and visitors. All adults who come into contact with children in the setting are supervised. Parent-helpers receive important information to follow, to help safeguard the children. The environment both indoors and outside is subject to clear risk assessments to help ensure that potential hazards to children are effectively minimised. Staff are very safety conscious and promote the security of the premises well. Staff make good use of the available space, providing the children with activities in two rooms. The secure outdoor environment is used imaginatively on a daily basis to provide good outdoor learning opportunities. Children have easy access to a broad variety of resources that are stored at their level and staff are very effectively deployed to support children throughout the setting.

Staff work hard to understand the individuality of each child. They make daily contact with parents and share information about the children's interests and home lives. Consequently children make good progress overall. The setting takes some steps to ensure the needs of children learning English as an additional language are met. Staff talk to parents and try to obtain words children use at home and have words in different languages displayed. Although this aspect of good practice is sometimes limited, staff try to help parents acknowledge the importance of valuing the child's first language. Photographs of the children and their families are clearly displayed enabling the children to identify them and also begin to recognise, accept and respect differences.

Parents speak very highly of the provision and welcome the regular opportunities to assist in the sessions. They are very confident in the skills of the manager and her team and feel they are always approachable and helpful. Parents feel well informed about their children's progress in the setting and that their knowledge of their child is valued. Good links with local schools enable information to be shared effectively to ease transitions. Children starting school have opportunities to undertake activities and discussions, which help to prepare them for school life. With agreement from parents, advice is sought from appropriate services if staff feel children may need additional help.

The manager and her staff team have given much consideration to the setting and how it can be continuously improved. This has led to a clear development plan with appropriate and achievable targets. They are clearly aware of their strengths and areas requiring development and are taking appropriate steps to address them. They make good use of the advice and support from other professionals involved in early years work. Regular staff meetings enable everyone to contribute to the continuous development of the setting and also develop their awareness of

the needs of individual children.

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

Children have a clear awareness of the daily routine, which helps them to feel secure and confident in the setting. They separate from parents easily, greet staff and soon get engrossed in play. Children demonstrate an age appropriate understanding of the need to wash their hands before snacks and to use a tissue when their noses run. As a result, they develop an increasing awareness of the routines that help to promote their good health. Children have daily opportunities for physical play. The well resourced outside space is used effectively to promote physical development as children climb, dig and use wheeled toys. Awareness of safety is encouraged through gentle reminders, activities, stories and events such as the fire drill.

Staff are keen to promote children's learning and they carry out good quality observations frequently. The information gained is used for planning further for children's development across all areas of learning and records indicate the children are making good progress. However, although children's individual learning needs are met well in group activities some of the children are not always consistently challenged. As a result, this can occasionally lead to behaviour, which disrupts others. Staff deal with unacceptable behaviour fairly and consistently ensuring children understand why some actions are not acceptable. Staff are positive role models who speak politely at all times. As a result, children are learning to treat others with respect and this contributes to their good behaviour. They learn about the roles people play in the community as they have visitors and go on outings. Visitors talk to the children about their jobs and the children have opportunities to touch and explore the resources they bring. For example, they listened through a doctor's stethoscope and tried on a fireman's jacket.

Children talk confidently to adults and their peers and they often listen to stories. As a result, their ability to recall information is developing and their vocabulary is growing consistently. Children enjoy mark-making activities and some can write and recognise their names. Children are gaining a good understanding of the world through play and this helps them to develop skills for the future. For example, they take their 'pets' to the vets and use bandages and instruments to attend to the pets needs. Adults use open questions, which help children to extend their play and conversations. Information technology is available to promote computer skills and children use it well. Children grow vegetables, fruit and flowers in the garden, which they water and tend. The produce is picked, prepared and eaten by the children enabling them to increase their awareness of where their food comes from. Children show awareness of size, shape and position as they create pictures with collage materials and build with construction toys. A toast making activity promotes lots of conversation and strengthens children's hand and finger movements as they spread their own butter and jam. Their awareness of shape is also promoted as they cut their toast into squares and triangles.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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