

# Millfield Pre-School

Inspection report for early years provision

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**Unique reference number**

254176

**Inspection date**

02/03/2012

**Inspector**

Glenda Field

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**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

Millfield Pre-School is run by a voluntary committee and has charitable status. It opened in 1975 and operates from a mobile building in the grounds of Millfield Primary School, situated on the outskirts of North Walsham, Norfolk. Sessions operate each weekday from 8.30am until 11.30am and from 12.30pm until 3.30pm during term time. A lunch club operates daily from 11.30am until 12.30pm. All children share access to a secure enclosed outdoor play area. The group also has access to the school playing field and 'jungle gym'.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 28 children may attend at any one time and there are currently 55 children on roll. The pre-school provides funded early education for children aged two, three and four years old. It supports children with special educational needs and/or disabilities.

The pre-school employs nine members of staff, seven of whom hold appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle with ease in the welcoming and inclusive environment of the pre-school. They benefit from having their individual needs met effectively by staff who take time to form positive relationships with all children and their families. Children make positive progress in their learning and development as they engage in a wide range of play opportunities, some of which are planned in the outdoor environment. Recommendations made at the previous inspection have been addressed. Systems for monitoring and evaluating the provision to identify priorities for development are in place. However, a system to regularly review outcomes to continue to improve the quality of the provision has not been established.

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

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

- develop the book corner to provide encouragement for children to freely access the area throughout the sessions
- develop further the use of reflective practice by including the views of staff and parents, to identify the setting's strengths and priorities for improvement that will improve the quality of provision for all children.

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

The staff demonstrate clear commitment to their role in safeguarding children and are effective in protecting children from abuse and neglect. They have completed training relating to the Local Safeguarding Children Board procedures and their practice is guided by the pre-school's written safeguarding policies. Well-established recruitment procedures are implemented and therefore all staff and volunteers complete the required checks to ensure their suitability to be in contact with children. Children are cared for in a safe and secure environment. This is because the staff carry out thorough daily risk assessments of all of the areas that children access. In addition, risk assessments are completed and recorded before children are taken on outings, and staff are mindful to ensure children are well supervised at all times.

The staff work as a motivated and cohesive team, and together they have completed a wide range of training workshops to complement their early years qualifications. They are keen to improve the provision for children, taking time to discuss their practice at the end of each session and during regular team meetings. Systems for monitoring and evaluating the provision have been established, however, they are not reviewed frequently enough to assist in identifying further priorities for development. The pre-school is planned to offer a child-friendly environment. Furniture, toys and equipment are of high quality and well organised to enable children to play in safety and make real choices in their play, consequently developing their independence and decision making. Flexible settling-in procedures ensure that children are well supported as they make the transition from home to the nursery, and when they move on to start full-time school.

Each child benefits from a key person who takes time to understand their individual needs and routines in fine detail, although it is also clear that all staff gain an overview of each child's needs so they can be responsive to these during the session. Informative displays, monthly newsletters and regular parent consultation meetings are successful in ensuring parents are kept informed about activities, events and their children's developmental needs and progress. The pre-school supports children with special educational needs and/or disabilities very well. They consistently liaise with other agencies involved to ensure that the children receive the support they need. The pre-school has formed links with the other Early Years Foundation Stage settings that children attend. For example, information is exchanged with childminders to aid children's progression and continuity of learning and care. Children's transition into full-time school is supported further by staff arranging visits to the school with the children, for example, by attending school productions, so they become familiar with the environment. School staff also visit the pre-school to see children at play.

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

The combination of high adult-to-child ratios and an effective key person system ensures that children experience good continuity of care and are supported well during their time at the pre-school. Planning is clearly linked to staff's observations of their key children's interests and developmental needs. Staff produce detailed records of children's development, including several positive observations, clearly linked to the expectations of the Early Years Foundation Stage, and assessments of what children have achieved, with targets for future learning identified. Children are making effective progress towards the early learning goals. Staff often ask them carefully formed questions that encourage them to think. For example, as children draw lines to join numbers in sequence, to form stripes on a tiger drawing, staff ask the children what number comes next.

Children access an extremely wide range of high quality resources, many of which represent our diverse society. Children are developing good awareness of the names and sounds of letters, supported by the meaningful print used as labels in the environment and the daily routine of finding their name cards at the beginning of the session. Most children are able to recognise the sound at the beginning of their own names. A good selection of mark-making resources are provided, and these are used systematically to support more able children in writing their own names, such as on creative artwork, or extended to role play situations, such as a veterinary surgery, to give children spontaneous opportunities to practise their early writing skills. An excellent selection of books are available; however, the area in which they are accessed does not encourage children to sit and relax to enjoy them. Displays of children's artwork and photographs throughout the setting give children a sense of belonging. They enjoy exploring their creativity as they colour the Chinese dragons and create their own paintings. Children have daily opportunities to take part in imaginative play, including a home corner area and veterinary surgery. Dressing up clothes are popular with children, and some play in the outdoors dressed as wild animals.

Children are encouraged to be independent in their routines. They pour their own drinks and some are able to do up their own zips and buttons on their coats. Children also achieve a sense of responsibility as they help staff at tidy up time. Their physical development is supported extremely well. They are able to access the outdoor area where they play with balls and practise their balancing skills on improvised balance beams. Children use their imagination in the outdoors as they make dens using large pieces of material which they drape over support structures. They use ride-on toys and the large climbing frame and slide. Children also enjoy sand and water play, and they dig in the soil, finding worms and other insects and growing their own flowers and vegetables. Excellent emphasis is placed on encouraging children to learn about aspects of a healthy lifestyle. They are offered healthy food, such as fresh fruit and bread sticks, with milk and water to drink. Fresh drinking water is made accessible to children throughout the session. Children understand the importance of maintaining a healthy diet. They tell the adults the colour of the toothpaste they use at home and know that they have to brush their teeth to keep them clean. They manage their personal hygiene

routes very well as they access the facilities to wash their hands before snack time and after using the toilet. Children are also supported to develop a good understanding of how to keep themselves safe as they take part in regular fire drills at the setting.

## 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	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	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	1
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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