

Marcham Pre-School Playgroup

Inspection report for early years provision

Unique reference number EY364409
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Inspector Margaret Faull

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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

Marcham Pre-School Playgroup was established in 1968 and is run by a voluntary committee of parents and carers. The playgroup moved to new premises in 2007 within Marcham Church of England School, near Abingdon. The group have the use of a large room within the school and there is access to an outdoor play area and the school hall. Children attend from the village and the surrounding rural communities. The playgroup opens on weekday mornings from 8.55am to 11.55am during term time with an optional lunch club from 11.55am until 1pm. Afternoon sessions are available everyday from 1pm to 3pm. The setting may care for no more than 20 children under 8 years; of these, not more than 20 may be in the early years age group, and of these, none may be under 2 years at any one time. There are currently 29 children on roll between the ages of two and five years. Of these, 21 children receive funding for nursery education. The playgroup employs five staff of whom three hold appropriate Early Years Professional qualifications. The setting supports children who speak English as an additional language. The provider is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Marcham Pre-school playgroup makes outstanding provision for children. There is a wide variety of exciting and stimulating activities which ensure children's learning and development is outstanding. The highly effective team, working with the manager, ensures that individual children's needs are met. Overall partnership with parents and carers, and relationships with the host school are excellent. The recommendation from the last report has been fully addressed. There is a good focus on monitoring and evaluating practice and staff are actively involved in developing their own practice and adding to their qualifications. There is an outstanding capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- build on the excellent relationship established with the school to further share expertise.

The effectiveness of leadership and management of the early years provision

Children's safety is given a very high priority in the pre-school. Staff are well qualified and fully trained in safeguarding issues. Recruitment procedures and all necessary checks are robustly carried out. Statutory requirements for all registration, health and safety procedures are met fully, including emergency procedures and risk assessments. A very detailed self-evaluation document demonstrates a team striving for the best for the children in its care. There is a very strong team ethos in the setting. The whole team contributes very effectively to the detailed planning, which takes into account the needs of all the children. All staff members meet regularly together to discuss children's progress and develop ideas for planning. The recommendation from the previous report has been fully implemented and the setting has excellent systems of self-evaluation that demonstrate a very strong capacity for continuous improvement. Staff are very well trained, with good evidence of planned training recorded and a very supportive and effective system of appraisal. An excellent staffing ratio is maintained in all sessions. A wide range of quality resources are available and changed during the course of the sessions. Resources, such as books, dressing up clothes and toys, are used effectively to broaden children's awareness of cultural diversity. The setting is fully inclusive and equal opportunities are promoted extremely well. Diversity is celebrated and discrimination not tolerated in any form. Parents and carers receive regular newsletters and a wide range of information about activities taking place. They are active in raising funds to support the setting and are extremely happy with the provision for their children. The key person system is used well to liaise with parents and carers, and to monitor each child's individual development and learning. This ensures that all children make exceptional progress in relation to their starting points. There are very strong and effective links with the school, which the setting is keen to develop further to share expertise. The local authority early years advisory teacher provides valuable support and the setting accesses other outside agencies as required. The transition arrangements into the pre-school and onwards to infant school are thorough. Parents and carers are successfully encouraged to be involved in their child's learning journey and links with parents and carers are excellent. Admission arrangements are very good and parents and carers value them. Home visits enable parents and carers to have an opportunity to outline the child's interests and achievements, to provide a starting point for the learning journey record. Parents and carers speak very highly of the support and exceptional progress their children make.

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

The spacious, bright and very well resourced room gives plenty of space for children to enjoy a wide range of activities that promote learning and development very well. Staff interact effectively with the children and provide excellent support for language development through discussion and questions. Explorer time on Tuesdays enables the children from the pre-school and foundation stage to have

free flow between activities. This is something the pre-school is keen to extend. Children make independent choices from a wide range of resources that cover all areas of learning. They enjoy painting and mixing colours, both indoors and outside. The wide range of building materials enables children to design and build imaginative structures such as a balancing obstacle course. Children develop excellent physical and creative skills using a water table and a good range of tools. They have free access to the outside climbing activities and activity vehicles plus a large area of sand for making tracks and mud pies. Excellent relationships are maintained that contribute to significant strengths in each child's personal and social development and promote positive behaviour. The secure outdoor areas provide an extensive range of activities for physical play, as do the regular PE sessions. These are very well managed and supervised. The provision of the covered areas enables the outdoor area to be used in inclement weather. Children's excellent progress in knowledge and understanding of the world is enhanced through the outside garden and exploring its wildlife, together with visits, such as animal handling workshops. Routines and procedures at the beginning and end of each session ensure safety and outstanding care and provide opportunities to talk to parents and carers. Children develop excellent levels of understanding about making healthy choices. They enjoy snack time and their choices of fruit, breadsticks, milk and water. They appreciate the range of healthy choices. Specific tastes and dietary needs are catered for. Children are accomplished in routines for washing hands before snack and lunch. The kitchen areas are completely separate from creative areas and good hygiene procedures are adhered to. Children develop excellent skills to support them in their future learning. In the daily routine, they have responsibilities at snack time for passing the food, serving themselves and pouring the drinks. The structured routines ensure that children understand how to be safe outside, help staff, and develop independence. During the inspection, group activities, such as PE to music, provided an excellent opportunity for adults to work with groups of children to very effectively promote social, creative and language development. The end-of-session routines vary the pace and prepare the children for the next activities. Children make very good contributions to their assessment, with key persons recording their comments. Observations and assessments are used extremely effectively to inform the weekly planning. This ensures that all children's individual needs are very well met and all children are suitably challenged.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| 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

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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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