

Madginford Pre-School

Inspection report for early years provision

Unique reference number 127361
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Inspector Carly Reigler

Setting address Madginford Hall, Egremont Road, Bearsted, Maidstone,
Kent, ME15 8LH

Telephone number 01622 739973

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*.

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

Madginford Pre-School opened in 1985 and operates from two main halls in a village community centre in Bearsted, Maidstone, in Kent. The pre-school has a fully enclosed tarmac area with a playhouse, sandpits and small digging area for outside play. Children come from a wide catchment area. It is open each weekday from 9am until 12pm and from 9am to 3pm on Tuesdays. A lunch club operates from 12pm to 1pm.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for a maximum of 50 children from two to under eight years. There are currently 64 children aged from two to five years on roll. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years.

There are eight staff employed to work with the children; of these, one holds an early years qualifications to level 2, five hold early years qualifications to level 3 and one holds an early years qualification to level 4 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school combines reflective practice with a highly positive team spirit to drive successful welfare, learning and development outcomes for children. The staff and committee are highly motivated and work as a strong team to make sure that they are continuously improving outcomes for children. Children's welfare is a priority and stringent risk assessments of premises and activities maintain their safety. Children are extremely happy, secure and settled. They play and learn in a spacious, stimulating and harmonious environment, which offers an abundance of exciting resources, thereby promoting their learning well. Excellent partnership with parents enables a consistent approach to children's learning and development overall.

What steps need to be taken to improve provision further?

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

- extending parents' involvement in their children's learning, in order to further enhance the links between home and the pre-school.

The effectiveness of leadership and management of the early years provision

Meticulous systems are in place to meet welfare requirements for children and promote a high quality service for children and their families. All staff take safeguarding responsibilities very seriously, with strong systems in place for the appointment of new staff. Clear vetting procedures ensure that all staff working with children are suitable to do so. Robust policies and procedures regarding safeguarding are clearly understood by staff and parents. Comprehensive written risk assessments are implemented most effectively to ensure that children remain safe and all potential hazards are minimised. The records, policies and procedures are highly organised and are extremely effective in supporting the staff in maintaining a safe and supportive environment.

The pre-school manager is highly skilled, experienced and has a positive vision. She is an inspiring role model leading a team of highly knowledgeable, enthusiastic staff. Excellent organisation and a vigorous appraisal system support staff and identify and address any training needs. The team continually reflects and reviews practice to maintain a consistent capacity for future development. They use an excellent range of strategies, for example peer observation and meeting with the parent-led committee to identify the strengths and areas for development to drive further improvement. Self-evaluation is fully collated into one easy to access working document. Consequently, this has a significant impact on children's learning and promoting their interests. The evaluation process involves the whole of the staff team, parents, children, committee members, local authority development workers and pre-school support workers. They work together to substantially enrich the children's environment. The setting is highly committed to working in partnership with others and takes the lead role in establishing working relationships. A transition pathway to all local primary schools is fully established which includes opportunities for the children to meet head teachers and to visit local schools.

The setting is fully inclusive and promotes equal opportunities extremely well. The excellent organisation of resources meets all the children's individual needs and fully enables them to develop independence, make choices and ensures inclusion. For instance, staff note any resources which have captured children's interest and ensure these items are available to them the next time they come. The individual needs of children and parents are highly respected and staff liaise closely with parents to achieve this. Staff make excellent use of both indoor and outdoor accommodation to facilitate children's game sessions and development opportunities. Children help themselves to a wide range of equipment, including construction equipment, mark making materials and jigsaws, from clearly labelled storage boxes. The pre-school is highly committed to sustainability - children know how to care for toys, and not to waste paper or water.

Parents are kept regularly informed of pre-school activities and their children's progress. Overall, parents contribute valuable background information about their children from the outset which assists staff in meeting their individual needs. Furthermore, parents are encouraged to tell the child's key person of any

significant events or achievements at home. The key person approach, in-depth planning and supportive relationships between home and pre-school, help to promote highly positive outcomes for children.

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

Children are animated, happy and express a dynamic enthusiasm during their time at the pre-school. They are extremely receptive to the practitioners with whom they build very strong, trusting and loving relationships. Even the newest children settle quickly because staff are understanding and in tune with their individual needs. The children demonstrate exceptionally good behaviour when moving safely around the setting, whilst wearing protective clothing at the paint table, and by reminding each other to keep safe, for example when using scissors. Children interact extremely positively with their peers and share excellent friendships. They participate in a wide range of activities and have many opportunities to initiate their own play.

Children's welfare, learning and development is supported extremely well. They make consistently excellent progress, relative to their starting points. This is because staff make exceptional use of their observations of children in planning activities that support their individual development. There are rigorous systems in place to observe, monitor and reflect children's learning. For example, staff use a variety of systems to record children's development, such as taking photographs, writing observations and evaluating activities. These are all used effectively to promote children's next steps in learning. Children enthusiastically enjoy all that they do and are exceptionally engaged in their play at all times. The equipment is stored at a low level and clearly labelled to encourage the children to make their own choices and choose additional resources as they need them.

Children's personal, emotional and social development is excellent due to the work that the practitioners put into meeting the needs of the children. Staff demonstrate a calm, consistent attitude throughout the provision and a cheerful atmosphere is present. Children begin to understand the boundaries that are set. This results in children being exceptionally well behaved and polite to each other, Children often remind each other about the rules as they play. For example, they ask each other to share resources, and to take turns in their role play. Positive praise for all their efforts promotes their self-esteem and well-being very effectively. Children develop an appreciation of difference as they with readily accessible resources reflecting positive images of gender, disability and diversity such as books, dolls and dressing up clothes.

Children are positively encouraged to understand about what it is to be healthy. Children follow routines well such as using the toilet and washing and drying their hands before snack times. Staff encourage and support parents in providing healthy choices such as fruit and vegetables. Children enjoy constant access to fresh drinking water during the session with the use of a water dispenser and named drinks bottles. Children consider the weather when going outside. They

decide if they need hats, sun cream, or a coat before running to the outdoor area. Children relish the time spent in the garden. They are fit and active and have fun running around and exploring space when they play in the outdoor area. They gain good balance and running skills in energetic play with staff joining in when appropriate. Children recognise they are tired after running. They talk with adults about why that is and how it is good for them to get plenty of exercise.

Vocabulary develops with excellent use of books and storytelling. Books are shared and practitioners provide excellent support for individuals. Children show confidence as they count the number of frogs whilst singing a song. Dominoes and cards further support numeracy skills. Children show an excellent understanding of problem solving as they negotiate climbing into the sand pit. They learn about the wider world through role-play and visits from people in the local community, for example teachers, police, grandparents and animal handlers. Children use information and communication technology to develop their skills for the future as they access computers, a lingua pen, and use remote control cars.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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

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