

# Middlethorpe Pre-School

Inspection report for early years provision

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**Unique reference number**

EY417171

**Inspection date**

31/05/2012

**Inspector**

Elisabeth Wright

**Setting address**

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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**

Middlethorpe Pre-School was registered in 2010. It is managed by Cleethorpes Childcare, a committee run organisation. The setting operates from a modular building within the grounds of Middlethorpe Primary School, Cleethorpes, North East Lincolnshire. There is an enclosed area for outdoor play. It is open weekdays from 8.45am to 3.45pm.

The setting is registered by Ofsted 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 26 children from two to eight years, all of whom may be within the early years age group. There are currently 58 children on roll, of whom 50 are in receipt of funding for early years education. The setting supports children with special educational needs and/or disabilities.

There are eight members of staff, including the manager, who work directly with the children. Of whom, one holds a qualification at level 6 in early years and working towards the Early Years Professional Status, one holds the Qualified Teacher Status, one holds a qualification at level 5 in early years and is working towards level 6 and five hold a qualification at level 3 in early years. The setting has achieved a level 1 quality assurance award and is working towards level 2. It is a member of the Pre-School Learning Alliance and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting provides children with a challenging and stimulating environment where children make good progress. Enthusiastic staff use mostly efficient systems to assess children and plan a broad variety of interesting activities. Strong working relationships with parents and carers ensure that they have good opportunities to participate in their children's learning. Partnerships with other providers and professionals are highly effective in providing children with consistency. The individual needs of all children, including those with special educational needs and/or disabilities are supported well. The staff and management team evaluate the provision systematically, continuously adapting and improving the setting.

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

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

- review the system for recording and assessing children's progress to help all staff use it more efficiently and consistently to further enhance children's learning.

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

Children's welfare is safeguarded well by effective policies and procedures, which are known and understood by all staff. Established recruitment procedures ensure that the suitability of all staff and adults working on the premises is vetted. Detailed written risk assessments are in place for all areas of the building and outings undertaken by children. Therefore, children can play in a safe and secure environment. Space is organised well and staff are suitably deployed, maintaining good levels of supervision and interaction. Children's individuality is valued and catered for well. Therefore, all children receive good care and learning opportunities. Planning systems for activities are effective in providing a broad range of stimulating activities, which ensure that all children make good progress. However, methods of recording and assessing children's progress are complex and not kept consistently up-to-date by all staff. Therefore, information used when activities are planned is not always current to help further enhance children's learning. Despite this the good working knowledge staff have of their assigned key children ensures that progress overall is at least good for all children.

The management team demonstrate a firm commitment to the ongoing evaluation and improvement of the setting. Team working is embedded in this, as the self-evaluation and suggestions of all staff are incorporated into the action plan. Training is given a high priority. Consequently, staff continually update and develop their skills, as identified accurately through regular appraisals.

The importance of partnership working with parents and carers is recognised and practiced. Parents feel they are given good levels of information, and that their views are sought and listened to. Partnerships with other professionals and providers are outstanding. All children including those with special educational needs and/or disabilities are supported exceptionally well, by the consistency achieved through committed collaborative working. Extremely strong links with the host school include visits to the Foundation Unit and the sharing of resources.

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

All children, including those who have special educational needs and/or disabilities, thrive in the setting, making good progress in relation to their starting points. Learning is supported well through an exciting and challenging environment, where children can freely choose from a wide range of activities. Well qualified staff use their knowledge and skills to observe, assess and adapt activities to children's individual needs. For example, whilst making crowns one child draws her own crown and cuts it out, another decorates his and a third is encouraged to write his name on the back.

Children are effective communicators, discussing their plans together and with staff. Good use is made of naturally occurring events that engage the children's curiosity, such as a dove choosing a tree in the garden for her nest. Children

observe the dove from a tent whilst they draw pictures on clipboards, gather information from books on birds and excitedly wait for the eggs to hatch. Children learn about the wider world through activities based around festivals and increase knowledge of their own culture and community as they prepare for their Jubilee celebrations. For example, children pretend to be the Queen, serve tea and cakes in the role play area and use their creative skills to make bunting. A love of books is fostered because they are made freely available to children in all areas of play. A good range of mark making resources are available both indoors and outside. Consequently, children draw confidently and attempt to write for themselves. Children learn to count and use mathematical concepts of weight, measure and position as they use wide range of interesting resources.

Children have good opportunities to learn about information and communication technology as they competently use the computer to further extend their learning. Creative and critical thought is developed because children are given time and space to investigate their own ideas. Therefore, they develop a positive attitude to learning, exploring ideas and solving problems for themselves and acquire good skills that support their future learning and development well.

Daily routines and staff's high expectations mean that children of all ages develop good independence skills through established hygiene routines. Children's understanding of healthy lifestyles is promoted well as they grow their own vegetables and learn about the food chain and importance of fresh produce. Children learn about the importance of exercise and physical activity as they daily use the outdoor play area. Shared use of the school facilities provides greater opportunities for challenge and physical development. Clear expectations of behaviour and explanations ensure that children know how to play safely. Consequently, children's behaviour is good and they make firm friendships.

## 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	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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