

Newbold Mynahs

Inspection report for early years provision

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Inspector Dianne Sadler

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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*.

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Description of the setting

Newbold Mynahs was registered in 2011. It operates from within a mobile classroom in the grounds of Newbold C of E Primary School in Newbold, Leicestershire. All children share access to a secure outdoor play area and monitored access to the school grounds.

The setting is registered on the Early Years Register to provide care for a maximum of 26 children at any one time. Children are able to attend for a variety of sessions. There are currently nine children attending in total, all of whom are within the early years age range.

The setting is open on Tuesday and Thursday from 8.30am to 11.30am during term time. The setting employs two members of staff, both of whom hold appropriate 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 are very well settled within a friendly and fully inclusive environment in which they are totally at ease. A dedicated staff team are committed to ensuring children feel safe and secure and make good progress in their learning and development. Relationships with parents are strong and there are plans to develop further relationships with providers from other settings children attend. All policies and most procedures are effective in practice. The staff work closely together to monitor and evaluate the setting well, therefore, the setting demonstrates the ability to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the use of observations and assessments to identify children's learning priorities towards all the early learning goals and to ensure all children are provided with sufficient challenges
- improve the educational programme to provide more opportunities for children to develop their understanding of similarities and differences of the wider world.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because staff have a secure knowledge of child protection issues and have implemented a well-written safeguarding policy. All adults are confident about their responsibility to protect children from harm and neglect. Clear and concise recruitment and vetting procedures are in place to

ensure children receive care from staff who have undergone the required suitability checks. All staff and parents working in the setting are enthusiastic and very well motivated. Staff are updating their knowledge and understanding through accessing training in areas such as safeguarding and the Early Years Framework. The setting is vigilant about safety issues. All aspects of the setting, both indoors and outdoors, are subject to comprehensive risk assessments. This ensures children learn in a safe environment without restricting their development. The staff have a clear vision of the setting's strengths and realistic plans for the future development and sustainability of the setting. Identified targets include improving the small outdoor play area to the back of the premises to make it safe for children to use and further developing partnerships with providers from other settings.

The setting provides a warm and welcoming environment which fosters children's sense of well-being and belonging. Staff use the available space very well and children enjoy freely accessing bright, well-maintained play areas both indoors and outdoors. Children are encouraged to make positive choices and decisions about their play by accessing a wide range of good quality resources which are stored and displayed very well. Resources mostly promote positive images of diversity. For instance, posters, books and role play resources show positive images of ethnicity. However, resources and experiences for children to learn about similarities and differences with regard to disability and religion are more limited. Staff make sure all children are included and help to ensure children are learning to respect and care for one another.

The setting embraces the role of all parents and carers. A good two-way flow of information between home and the setting is very well maintained. For instance, parents and carers are well informed of planned events and changes within the setting through regular newsletters. This enables them to contribute and support children's learning. In addition, parents and carers are encouraged to share news from home, such as the arrival of a new puppy, through verbal discussions or by completing various comment sheets. Parents and carers are made very welcome at all times and many work within the setting on a rota basis. Parents and grandparents comment very positively about the setting and demonstrate complete satisfaction. They comment on the good transitions children experience between the setting and school. They feel the setting is very friendly and staff listen to the suggestions they make. Parents comment on how well children settle and are pleased with skills children are developing. The setting also understands the importance of sharing information with other settings children also attend and procedures are being developed.

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

Children make good progress in their learning and development because staff have a solid understanding of the Early Years Foundation Stage. All staff observe children's learning and record the information in children's individual 'Learning Journey' folders. Observations are evidenced using text, photographs and some are made by parents at home. Observations are linked to the areas of learning and

used well to inform planning. Staff use the information obtained to assess the progress children make and identify their achievements. However, this system is not used to assess children's learning towards all the early learning goals or to fully identify all children's learning priorities. Therefore, some children may not be consistently provided with experiences and challenging activities to enable them to make the best progress possible.

Children particularly benefit from the positive interactions they experience with all staff and adults which supports their self-esteem, well-being and independence. Children demonstrate they feel safe and secure as they settle very well. Young children who are new to the setting and a little fretful benefit from individual attention and good support from staff. Children develop a very good awareness of healthy lifestyles and learn well the importance of good personal hygiene habits. They enjoy a sociable snack time in which they choose from a selection of fruit, such as strawberries, banana and apple. They are kept well hydrated as they benefit from accessing drinks, such as water and milk.

Children behave well and are effectively supported in becoming enthusiastic, independent learners. They are developing well the skills they need for their future success. Children enjoy being creative and paint pictures with brushes and combs. Some children show their interest for making marks with meaning as they write their name clearly on the attendance record. All children particularly benefit from being provided with good learning experiences outdoors at every session. At this time, they select resources to take out, such as a parachute, balls and bats. They discuss the importance of wearing their sun hats to keep themselves safe in the sun. When outdoors, children thoroughly enjoy exploring and investigating. For instance, some children concentrate very hard blowing up balloons with a pump, whilst others enjoy blowing bubbles. Children confidently name the colour of their containers, such as pink or yellow and use language for communication as they explain that they must not spill the liquid as they may slip and hurt themselves. This shows their growing understanding for keeping themselves safe.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

Outcomes for children in the Early Years Foundation Stage	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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