

Maulden Pre-School

Church Hall, Church Road, Maulden, Bedford, Bedfordshire, MK45 2AU

Inspection date

08/10/2012

Previous inspection date

22/01/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Every practitioner has a secure knowledge of the Early Years Foundation Stage and a good awareness of how children learn. They make good use of opportunities to promote learning through play, daily routines, discussions and structured activities.
- The thoughtful daily procedures mean that children are settled, happy and keen to learn. They demonstrate positive behaviour and high levels of independence and are therefore well prepared for school and for future learning.
- The development of children's language and communication skills are given a high priority. Practitioners interact very well with children, extending their vocabulary and helping them to participate in discussions. Language delay is tackled early, in partnership with the family and other professionals.
- The thoughtful planning procedures mean that children are offered a wide variety of activities and opportunities. This is further supported by the successful implementation of the key person system, ensuring that practitioners and families work well together to promote children's learning and development.

It is not yet outstanding because

- Partnership working with other providers is not fully developed to include the consistent sharing of detailed information to further update children's assessments.
- Opportunities for children to gain a greater appreciation of the diversities within families, communities and cultures are not utilised to the optimum.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main play rooms and the outside learning environment.
- The inspector held meetings with the manager of the provision and the chairperson of the voluntary management committee.
- The inspector talked with some of the children.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day together with information included in the setting's own parent survey.

Inspector

Kelly Eyre

Full Report

Information about the setting

Maulden Pre-School is run by a voluntary management committee and was originally established over 50 years ago. It operates from three rooms in a community building in Maulden, Bedfordshire. Two rooms are on the ground floor and there is one room on the

first floor, accessible by stairs or by an external, ramped entrance. There is a fully enclosed area available for outdoor play. The setting serves the local and neighbouring communities.

The setting opens Monday to Friday during school term times. Sessions are from 9.10am until 12.10pm, with an additional afternoon session on Friday from 12.10pm to 3.10pm. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register. There are currently 45 children on roll who are within the Early Years Foundation Stage. The setting provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The setting employs six members of childcare staff. Of these, two hold appropriate early years qualifications at Level 2 and three at Level 3 or above. The setting receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the arrangements for information sharing and partnership working with other people who care for the children, with particular regard to childminders
- enhance the educational opportunities for children to gain a greater understanding of the world with regard to the similarities and differences between families, communities and cultures.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are secure, enthusiastic and demonstrate a positive approach to learning. They concentrate and persevere with tasks and are happy to try new activities and experiences. They are well supported by practitioners, who are fully aware that children learn through play. Teaching techniques are strong and practitioners confidently enable children to determine their own play, offering support whenever needed. For example, children explore the use of different tools for cutting play dough before a practitioner intervenes to offer further suggestions.

Practitioners diligently observe children throughout the session, supporting them in acquiring the skills to learn effectively and to achieve well. They model inquisitive behaviour, thereby encouraging children to experiment and develop their own ideas and knowledge. For example, children enjoy mixing glue and sand to spread on their pictures; when a practitioner wonders what would happen if they add more glue, children experiment by trying this and are encouraged to extend their vocabulary as they describe

the changing texture of their mixture. Children are very well supported in developing their language and communication skills. They are engaged in discussions and encouraged to listen to each other and take turns to talk. This results in children initiating discussions and confidently expressing themselves, whilst respecting the views and opinions of others.

Practitioners utilise comprehensive assessment procedures. They also keep a daily record of children's current interests and requests. They then conscientiously feed this information into the planning, monitoring the provision of opportunities in all seven areas of learning to ensure that this is balanced. Thorough tracking and monitoring procedures mean that practitioners can check that all children are making progress. They seek additional help whenever needed so that they are able to promote the progress of all children towards the early learning goals.

The attention to detail in planning means that children have well balanced opportunities to explore independently and to participate in group and adult-led activities. They are therefore able to take an active role in their learning and learn to work with others. This promotes the skills they need in future life and in order to be ready for school. The setting's thoughtful procedures and good use of resources further promote children's life skills and independence and help to ensure that their parents can be involved in extending their learning. For example, the setting uses a simple, but highly effective, library system that children can use themselves; they quickly learn to identify their names and illustrations on their own library cards, using these independently to check out their chosen books; they carefully place these in their drawers, eagerly showing them to their parents and carers at the end of the session.

Children are offered a wide range of opportunities that promote their physical development. For example, they handle small tools, such as pencils and scissors, safely and effectively. They also develop skills in balance, control and co-ordination as they use ride-on toys and large play equipment. Children gain a good understanding of the importance of healthy lifestyles. For example, they talk about healthy options at snack time and participate in associated cooking activities. Children are offered a variety of opportunities to learn about their community, such as visiting local places of interest, walk in the woods and visit the school. They access resources, such as books and posters, which give positive images and information about other ways of life. However, not all opportunities are used to promote their greater awareness of the diversities within families, wider communities and cultures.

There are clear systems to assess children's starting points. This is particularly well supported by the setting's home visits to all children. This enables practitioners to form partnerships with parents and to compile a very good overview of children's needs, developmental stages and interests. This information is used to inform the planning for each child. Good communication procedures mean that parents have opportunities to share updates about their children and view their child's assessment files. The setting also provides information about the Early Years Foundation Stage and current activities and planning. Parents are therefore supported in understanding how to promote their child's learning at home.

Practitioners take note of children's interests, using this information to help ensure that

children are offered a stimulating learning environment, with activities and resources that capture and engage them. This, alongside the practical planning, helps to ensure that every effort is made to support and extend children's learning across all areas. For example, after noting that children enjoy role playing hairdressers, staff provide associated resources; children are immediately captivated as they explore equipment such as hair dryers, rollers, and sprays; they learn new vocabulary and use their mark making skills as a practitioner introduces the concepts of 'making appointments' and 'booking in'; children become engrossed in their play as they use telephones, clipboards and a computer to book appointments. Practitioners are skilled in interacting with the children and utilising opportunities to extend their learning. For example, this role play is taken further when a practitioner introduces the idea of wigs and children are encouraged to note the difference as the practitioner tries on different styles.

The contribution of the early years provision to the well-being of children

The good use of the key worker system and the thoughtful procedures for working with parents help to ensure that all children are secure and form good relationships with practitioners and each other. Practitioners monitor and observe children, paying attention to ensuring that they are happy, their needs are met and they are making good progress. They promote children's independence, encouraging them to explore, initiate their own play and express their ideas. This helps to develop children's skills and positive attitudes to future learning and prepares them well for the transition to school.

Children show a sense of belonging and their self-esteem is promoted through praise and encouragement and the reinforcing of positive behaviour. Children share resources and readily include others in their play and discussions. They work well together and are keen to take on responsibility, such as, helping to tidy up at the end of the session. New children settle well because practitioners use thorough procedures to find out about their interests and needs, updating these regularly. Children's early investigative skills are promoted through the use of a wide range of resources and activities and through good role modelling by practitioners. For example, when a practitioner wonders whether dried rice and pasta will fit through a sieve, children try this, quickly answering that the holes are too small for the items to pass through.

Practitioners support children in exploring and understanding their feelings, for example, through opportunities to discuss these. This enables children to better appreciate the needs, feelings and experiences of others. The provision of accessible resources, both inside and outside, means that children have many opportunities to play, explore and develop their own learning in this stimulating environment. For example, when playing outside, children explore the plastic guttering, working together to rearrange this and experiment until they are able to make the water flow down effectively.

All children are well supported in developing their self-care skills. For example, they decide when to have their snack, washing their hands before sitting down to make their choices. They learn about the importance of exercise and physical activity as they participate in discussions and specific activities to look at the effects of exercise. Children are gaining a secure understanding of safety issues. For example, they can explain why they need to

use ride-on toys in the designated area. Safety issues are further gently reinforced through visits from the fire service, police and crossing patrol person.

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

The manager of the setting is conscientious and sets high standards for the quality of care they offer. There are comprehensive self-evaluation procedures and these include the views of staff, children and parents, helping to ensure that there is a balanced and inclusive overview of the setting's work. Clear, practical action plans are regularly updated and help to identify priorities for improvement, leading to improved outcomes for children. For example, the outdoor area was identified as requiring changes; a new decked area and accessible digging and planting areas were added, thus enhancing children's opportunities and experiences outside. Exceptionally comprehensive performance management systems ensure that practitioners' work is valued and targets set that identify areas for further improvement. The manager has very secure systems for monitoring staff performance. This is done formally through appraisals and informally through ongoing observations of practice. There are very good procedures for the staff and voluntary management committee to work together. This means that all feel supported, have a good understanding of the roles and responsibilities of others and can work together to provide the best environment they can for the children.

There are robust procedures to observe, assess and monitor each child's progress. The setting has clear contact details and procedures in place that enable them to contact and liaise with other professionals so that they can work together to support children and their families. The good partnership working with parents means that children's care is consistent, their development promoted and parents are supported in playing an active part in their child's learning. Parents' views are obtained through informal discussions and formal written questionnaires. There are clear procedures for sharing information with others caring for the children. For example, the setting has arranged visits to other settings attended by the children. However, these procedures are not used to the optimum to share detailed information, particularly with childminders, in order to fully update children's progress and thereby plan further activities.

The arrangements for safeguarding children are very good. The manager and practitioners are clear about their role and work well in partnership with families and outside agencies. All practitioners have attended training and have a secure understanding of safeguarding issues. The setting has excellent procedures to ensure the suitability of all practitioners, committee members and anyone who comes into contact with children at the setting. Practitioners demonstrate a good awareness of safety issues and take care to ensure that the environment is welcoming, safe and accessible. This contributes to children's enjoyment of their time at the setting and ensures that they have a positive childcare experience that forms a sound base for their future learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	219125
Local authority	Central Bedfordshire
Inspection number	818142
Type of provision	

Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	45
Name of provider	Maulden Pre-School
Date of previous inspection	22/01/2010
Telephone number	07933 547763

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

