

# Marhamchurch Pre-School

The Revel Field, Helebridge Road, Marhamchurch, Bude, Cornwall, EX23 0HY

<b>Inspection date</b>	24/09/2012
Previous inspection date	23/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- There is a strong leadership and management team that is very committed to providing good quality care and education.
- Key persons know the children very well and ensure that children's next steps are clearly identified and their individual needs well met.
- Children benefit from a high quality, well-resourced, bright and child-friendly environment.
- Excellent partnerships with parents and carers ensure a good two-way flow of information to support children's progress.

### It is not yet outstanding because

- Systems for regularly exchanging information with other providers where a child attends more than one setting are not yet firmly established.
- Opportunities for children to engage in sustained activities, such as construction, are not fully developed.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the play room and the outside learning environment.
- The inspector held meetings with the manager of the pre-school and representatives of the committee.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers' self-evaluation and action plan.

## Inspector

Ruth Thrasher

## Full Report

### Information about the setting

Marhamchurch Pre-school was established in the early 1980s and registered at the current premises in 2008. The pre-school is a registered charity run by a voluntary committee. It operates from a purpose built building in the Revel Field, next to Marhamchurch Primary School in Cornwall. Children have access to a secure outside play area, and use the school

hall and playing fields. It is open each week day during term time from 8.30am to 3.30pm. A holiday club is provided in the school holidays when there is sufficient demand.

The pre-school is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. A maximum of 20 children aged from two to under eight years may attend. There are currently 31 children on roll, all of whom are in the early years age group. The pre-school supports children with special educational needs and/or disabilities.

There are five members of staff, all of whom are qualified to level 3 or above. The manager has a level 4 qualification and she and another member of staff are undertaking a degree course. The pre-school provides funded early education for children aged two, three and four years.

### **What the setting needs to do to improve further**

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

- extend the sharing of information between providers where a child attends more than one setting, to support children's progress
- develop further opportunities for children to show interest in sustained construction activity, for example by extending the range of large and small blocks and boxes both indoors and outdoors.

### **Inspection judgements**

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

All children make good progress in relation to their starting points as they are well supported by skilled staff who provide a wide range of activities. Children show good levels of interest and concentration. For example, they listen attentively to stories, predict what will come next and join in with actions and rhymes. Daily activities, such as 'Letters and Sounds' help develop children's communication and language skills. A group of children really enjoy making and listening to sounds as they use beaters to hit different objects outside. Children develop their physical skills as they balance on logs or kick and throw balls. The older children visit the school hall for physical activities, which also supports their transition to the school. Children learn to be independent and make choices, selecting activities from the range of well-presented and accessible resources. A recent topic helping to support their social and emotional development got them to think about their own and others' feelings. Children develop well across the three prime areas.

Staff support the children well and carry out sensitive observations to support their

planning. They question them effectively to help them think and develop their ideas, for example, they talk about numbers, shape and colour. Children's views and interests help shape the planning of activities. For example, the children's interest in farming and animals led to a visit by a tractor and some lambs. Staff plan activities and provide resources to support different learning styles. They extended the sand pit and provided a wider range of pre-writing opportunities to support children who enjoy being physically active. Overall, there is a good range of resources to support children's learning in the prime and specific areas of learning. However, there are fewer opportunities for children to construct on a larger scale indoors and to sustain and develop their ideas.

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

Children are happy and confident and enjoy trusting relationships with the adults. The key person system works very well to support children. Where siblings have previously attended, the family has the same key person if possible, which builds strong relationships with families. Children are familiar with the daily practices and learn to be independent as they help with routines such as clearing away their plates and cups after snack. There are very well organised procedures in place to support their health and well-being. Daily safety checks ensure that premises and equipment are safe, written risk assessments are regularly reviewed and all staff have up to date first aid training. Packed lunches are stored safely in the fridge and there are hygienic procedures for nappy changing.

Children learn how to keep themselves safe in the pre-school. For example, staff remind them why it is important to sweep up the sand that has fallen on the floor. Children talk about why they need to wear their coats outside in the cold and blustery weather. Children enjoy lots of fresh air and physical activity outdoors. They learn about healthy eating as they choose from a range of healthy foods at snack time. Resources have clear labels and are well organised, supporting accessibility. Attractive wall displays include carefully mounted and annotated displays of the children's own work enhancing their sense of pride.

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

The pre-school is very well-led and managed. The current manager has only been in post for a few months but and is clearly committed to continuous improvement. A well-qualified staff team and a strong committee who understand their responsibilities support the manager. Robust systems help ensure children are safeguarded and all adults who care for children are suitable. This includes regular staff supervision and appraisals as well as effective systems to ensure continued suitability.

The committee is clear about its role in monitoring the quality of the provision and ensuring all legal requirements are met. The manager works alongside the staff for part of the session and is therefore able to monitor the quality of practice. Staff demonstrate a commitment to develop their practice by attending courses and undertaking further

qualifications.

The pre-school has very good relationships with parents and carers. There are many opportunities for parents to be involved in their children's learning. They readily access their children's learning journey files and contribute achievements from home, such as 'Wow' moments. Parents borrow activity packs to share simple activities with their children at home. This is very much a community pre-school with parents and carers involved in fundraising and the committee.

There are strong links with outside agencies where additional support is necessary for children. Advice from the local children's centre teacher has helped to improve planning and assessment for all children. The pre-school exchanges information with other providers when children move settings, however this does not happen routinely when children attend more than one setting. Very good relationships with the local primary support children in their transition to school.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### 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

<b>Unique reference number</b>	EY374978
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	815660
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Marhamchurch Pre-School
<b>Date of previous inspection</b>	23/09/2008
<b>Telephone number</b>	01288361499

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## 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.

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