

# Marshfield Pre-School

The Hayfield, Marshfield, near Chippenham, Wiltshire, SN14 8RA

## Inspection date

25/10/2012

Previous inspection date

29/01/2010

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff use assessment systems highly effectively to monitor children closely. Findings are used innovatively to plan future activities.
- The pre-school works meticulously to close gaps in children's learning. Rigorous systems on entry quickly identify children's next steps in their learning.
- The pre-school is dedicated to working closely with parents and offer both informal and more formal consultations throughout the year.
- All parents speak very highly of the pre-school and it has an excellent reputation in the local community.
- A highly effective and enthusiastic committee help manage the pre-school successfully.

## 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 met with the committee chair and treasurer.
- The inspector spoke to parents.
- The inspector met with the pre-school manager.
- The inspector tracked two children.
- The inspector observed a planned activity with the manager.

## Inspector

Caroline McKellar

## Full Report

### Information about the setting

Marshfield Pre-school was established over 40 years ago but has been registered with Ofsted since 2001. It operates from purpose built rooms attached to the Community Centre in Marshfield. It is open each weekday from 8am to 6pm throughout the year. Children have access to two enclosed outdoor play areas. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school receives funding for early education for children aged two, three and four. There are currently 34 children from two to under five years on roll, some in part-time

places. The pre-school cares for children with special educational needs and/or disabilities and children learning English as an additional language. There are six members of staff, three of whom hold early years qualifications to level 3 and 4. The manager has attained Early Years Professional status. Care is also offered during school holidays for children less than 12 years of age.

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

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

- continue to develop innovative ways to engage with all families in their children's learning, including working parents.

### **Inspection judgements**

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

Children very happily attend this popular pre-school. Staff warmly greet every child as they arrive and are welcoming to all families. Children select from wide ranging activities, both indoors or outdoors as they wish. Freely chosen and carefully planned activities provide a comprehensive balance that supports all children in their learning.

Children participate enthusiastically in a planned baking activity. Adults routinely support mathematical learning by helping children to weigh ingredients, count out muffin cases and select from small or large spoons. A high level of praise from adults helps to extend children's attention spans. This encourages them to continue persevering with stirring the ingredients until these are all mixed together. Children are encouraged to have a hands on approach, though this results in too much food colouring going into the recipe. To extend learning further, adults effectively use this unplanned opportunity and actively encourage close observation of the food colouring changing in the bowl as they add milk. Children learn about colour mixing as a result.

Ample time for children to engage in self-chosen activities is routinely planned into the daily timetable. Outdoor play opportunities are highly stimulating and frequently chosen by all children. They help to plan their outside play space. As a result, children have an exciting garden area with plenty of places for digging, growing, climbing and hiding. This offers children excellent opportunities to extend their development physically. Children also have ample opportunities to grow their own fruit and vegetables. They grow sunflowers and spend a long time picking out the seeds to feed the birds. This helps children to develop the finer muscles they will need to hold a pen correctly in the future.

Children learn the importance of fruit and vegetables as part of their healthy lifestyles. For example, they grow courgettes and eat them as part of their tea, see apple trees grown from pips in the garden and enjoy harvesting their own runner beans. Children help with deadheading flowers and weeding. This gives children a wealth of opportunities to learn about healthy eating and some simple gardening processes as they interact with the world around them.

Children make excellent progress in their learning, including children learning English as an additional language. Staff's training and routine use of children's sign language throughout the day actively allows all children to make choices. A highly effective key ring system for children to indicate how they are feeling is used. This enables pre-verbal children to make choices including choosing which songs to sing. The key rings also support children's transition to school when necessary.

Staff have highly successful relationships with all children. The exciting range of activities provided for children has a significant impact on children's enjoyment. Families are fully engaged in their children's learning through newsletters, emails and a notice board. Throughout the year, formal and informal opportunities are available to families to talk with their child's special person. This is being further extended by the thoughtful introduction of Saturday workshops. This gives working parents a chance to visit the pre-school and fully engage in their child's learning.

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

An excellent understanding of child development is held by all staff. This is effectively used to support the next stages of children's learning and development. Staff routinely plan challenging activities for all children. A comprehensive special person system ensures that all children receive the emotional support that they require, especially during the induction period.

A special member of staff is allocated to each family before starting to attend the pre-school. Highly significant relationships are built through this system. Staff thoroughly understand and recognise the importance of engaging families in their children's learning. Newly introduced home visits are being used to enable an individual transition plan from the home to the pre-school environment. This demonstrates a highly impressive commitment to a positive induction experience for every family. Transition to school is well-managed. Children have wide-ranging opportunities to meet their new class teacher, both in the pre-school and on planned visits to the reception class. Special transition arrangements are organised when necessary. This commitment to transition has a significant impact on children's confidence when entering primary school.

Children, including the youngest ones, are learning to share and take turns. Adults act as excellent role models and praise children consistently. An enabling environment where children can access their own resources supports children's choices in their play. Children are routinely expected to make a positive contribution to the pre-school by helping to prepare their own snacks and lay the table themselves.

Children routinely learn self-care skills, such as washing their own hands with encouragement from adults. A positive contribution is expected and received from the children who help to cut up pieces of pineapple with a safety knife. Children manage age-appropriate clothing, such as shoes and socks confidently. This demonstrates that children are very effectively supported to be independent and healthy.

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

Staff's safeguarding knowledge is robust. Clear guidelines are in place to support all staff. They are secure in the knowledge of what action to take in the event of having any concerns. Rigorous collection procedures help to ensure that children are only collected by authorised adults. Staff have attended first aid training to ensure they are competent to treat children's minor accidents and injuries. Uniforms make all staff easily recognisable to other adults and children. Comprehensive risk assessments cover all areas of the pre-school. This demonstrates that excellent safeguarding practices are fully embedded at the pre-school.

Weekly planning meetings are used to effectively provide activities that are reflective of children's current interests. These include children who like to transport items, enclose objects or empty containers. Learning journeys are comprehensively maintained and updated weekly. These detail children's current age and stage of development. These are routinely used to inform staff of the next stage in a child's learning.

Comprehensive enhancements have been made to the provision. Parents suggested the need for all year opening and a teatime section, which is now available. This demonstrates that parental suggestions are valued. Significant fundraising enhances the children's outdoor learning environment. Four different distinct areas for outdoor play include a sandpit and digging and growing areas. A quiet listening area and a hiding and swinging area are also available. Plans for the future include additional climbing equipment and a cycle track. These exceptional improvements demonstrate a robust commitment to increasing children's learning opportunities.

The pre-school has a rigorous commitment to quickly identifying children with possible special educational needs. Established partnerships with the health visitor and the area inclusion advisor are effective in supporting children and their families. The pre-school is well-managed by a highly effective, knowledgeable and dedicated committee. A very highly qualified and experienced manager works successfully with the children and staff.

### **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

### Unique reference number

136034

<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	813867
<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>	24
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Marshfield Pre-School
<b>Date of previous inspection</b>	29/01/2010
<b>Telephone number</b>	01225 891900

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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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