

Mini Moo's Preschool

12 Hare Way, ST. LEONARDS-ON-SEA, East Sussex, TN37 7UG

Inspection date

19/11/2012

Previous inspection date

03/12/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Children make choices about what they play with and their spontaneous ideas for play are acted on straight away.
- Children show kindness and compassion towards each other, drawing others into their play.
- Children show good awareness of their physical needs, knowing when they are thirsty, hungry and tired, for example.
- Sound strategies and knowing children well support good behaviour management.
- Thought and attention is given to providing a warm and welcoming environment to encourage children's learning.

It is not yet outstanding because

- There are some missed opportunities to further promote children's independence, such as encouraging them to pouring their own milk or at snack time and to when putting on their coats.
- Children do not always show awareness of how to play safely, such as not running indoors.

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 examined documentation, including a representative sample of children's records, policies and procedures and developmental plans.
- The inspector talked with the registered person and all staff.
- The observer observed children's play and staff interaction.
- The inspector spoke to parents and carers.
- The inspector read the previous inspection report.

Inspector

Karen Scott

Full Report

Information about the setting

Mini Moo's Preschool is privately owned and was registered in 2007. It operates from the converted ground floor of a house, situated in a residential area in St Leonards On Sea and has level access into the property. All children share access to a secure outdoor play area.

The setting is registered on the Early Years Register and may offer care to up to 12 children from the age of two years until the end of the early years age range. There are currently 26 children aged from two to under five years on roll; some in part-time places.

The preschool is open each weekday from 8am to 6pm for 49 weeks of the year. The setting currently supports a number of children with special educational needs and/or disabilities. There are five members of staff; all of whom hold appropriate early years qualifications to at least National Vocational level 3. The group 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:

- Encourage children's efforts to undertake self-help skills, such as putting on their coats before playing outside.
- Encourage children to build on their awareness of playing safely at all times.

Inspection judgements

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

Children benefit from playing in an environment that offers them a wealth of experiences across all areas of learning. Children have formed strong relationships with each other and the adults, showing a great deal of care and concern towards each other. They invite others to join in with their activities and help those who are struggling with developmentally difficult tasks. Children take turns to bring home a preschool cuddly toy, which is taken home and encourages parents and children to enjoy sharing what they have been doing with the toy with their friends, making a connection between home and pre-school. Children take pride in the environment, willingly tidying up and sweeping mess away. The environment is rich in discussion and children use descriptive language well, supported by staff who help them to develop their language through the skilled use of questioning. A range of books are easily accessible and children enjoy sharing favourite stories, joining in with them. The written word is displayed prominently and there are many opportunities for children to recognise familiar words. Children practise their pre-writing and writing skills using a range of resources, such as making marks in sand and shaving foam. Children are proud of their attempts to write their names and adults boost children's self-esteem are boosted by adults praising them. Children develop their mathematical skills through play such as singing number songs using props and comparing and contrasting shape and size. Staff are quick to notice when children are showing an interest in numbers and build on this.

When outside children enjoy playing on tricycles and climbing equipment. They explore

the outside space, enjoying exercise and understanding the effect it has on their bodies. Children also enjoy regular walks in the local area and are also enjoyed. Children are competent users of the computer including switching it off when they have finished playing. After designing colourful firework pictures on the computer, children printed them off themselves. When washing their hands, children discuss the temperature of the water. They compare and contrasting temperatures when and they make lollies, studying the changes as they freeze. Visitors to the pre-school help children to learn about people and the community. Children help themselves to a vast range of resources to create individual works of art which they share proudly with their parents and carers. They particularly enjoy playing in the home area and are free to move resources around the room, such as when making a den to enhance their play. Children take on roles and play very cooperatively at these times.

Each child has a profile which contains written and photographic observations. These observations are used successfully by the key persons to establish the stages of children's development and where they will require further support. Planning for activities clearly shows how adults are helping children to make good progress and are shared with all so that everyone is working together. Children are very involved in the planning which is flexible to meet their changing interests and needs. Parents and carers are heavily involved in their children's learning journeys. Key persons talk to them daily and profiles are shared regularly with parents and carers adding their input to them, promoting a joined up approach to learning, valuing everyone's thoughts. Knowing children well helps adults to support their learning.

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

Children play in a warm and welcoming environment that is continuously evolving to meet their needs. Staff spend time on the floor, thinking about how the environment feels to a child and adapt it to provide a well thought out environment. Toys and resources are easily accessible, allowing choices in play, and children know everything that is available to them. Children have formed a strong relationship with the adults who they turn to for support and guidance knowing that they will receive it. As adults know the children that they are caring for so well, they meet their emotional needs exceptionally well. Children play well together and think of others but they do not always give full thought to their own safety. For example, after removing boots after muddy outside play, children slip and slide on the floor when they run excitedly to get toys to join in with others. However, they do show an awareness of others when riding tricycles in the garden, for example.

Overall, children take charge of their own welfare needs. For example, children request rest when they are feeling tired and wash their hands before eating and after messy play without reminders. Children know when and why they are hot and cold and put jumpers on, for example, to rectify this. They help themselves to toys and resources and are independent learners, developing skills that support them as they grow. However, there are missed opportunities to further promote children's self help skills, as adults are sometimes too quick to help children put on coats and boots and pour drinks for them, for example. Snacks and lunches are healthy and parents and carers are supported to bring in

nutritious lunches, resulting in children showing an excellent awareness of what constitutes healthy eating. They know when they are full and discuss portion sizes and how giants, for example, eat enormous pieces of food. Children make choices about whether to play in or outdoors and understand the benefits of regular fresh air.

Overall children are prepared for their next steps in learning. Before children start formal education, teachers visit and progress reports are shared to enable the new settings to meet children's individual needs and to continue learning. The pre-school has close links with the local school whose nature area they visit regularly, meaning that the school is already familiar when children start. When children are due to start school, they make books at the pre-school and home which are about their new school, including colouring in pictures of their new school uniform. This helps to prepare children for the transition.

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

Everyone connected to the setting is keen to provide a service that continuously evolves to meet children's individual needs and to improve outcomes for them. The views of parents, carers, children and other early years professionals are all valued in the evaluation process. For example, the garden is in the process of being changed to provide an environment that can be used in all weathers. P and parents have been heavily involved in the process, making suggestions and offering resources. Recommendations for improvement raised at the previous inspection have been addressed in order to improve outcomes and safety. For example, children's full names are now recorded in the records of medication given to them. Development plans are in place and at regular staff meetings any changes are assessed to ensure that they are actually improving outcomes for children. The educational provision is continuously reviewed to ensure that children are participating in a broad range of experiences and are making good progress through the developmental stepping stones. Staff are aware of how children learn and develop and offer good support to help children make good progress.

Regular appraisals and supervisory meetings are held, helping staff to build on their already good practice. Training needs are identified and the manager liaises with the local authority to request particular training. For example, staff have recently participated in behaviour management training and this is reflected in their good practice when supporting children to manage their behaviour. Key persons build close relationships with children, and a sound understanding of their individual needs also helps them to support children to manage their behaviour.

Children play in a safe and secure environment. Risk assessments are undertaken regularly with staff taking action to minimise potential risks to children. The setting has a very good awareness of possible risks and how to lessen them for children. All staff are aware of their roles in safeguarding children and are prepared for if they have any cause for concern, helping to protect children. Policies and procedures are very detailed and are reviewed regularly, being updated where appropriate to reflect current practice. All staff implement these consistently.

Parents and carers are welcomed warmly to the pre-school by adults and children and are welcome to stay and play. They engage with key persons sharing information that helps the group to meet individual needs and staff are supportive of their roles as parents. They are very well informed as there is a wealth of information available. Knowing the activities that their children participate in at pre-school enables the learning to continue at home. Overall parents and carers are very happy with their choice of childcare, saying that their children are becoming confident and independent. They are encouraged to take artwork home which they enjoy and celebrate with their children. As staff know children so well they are quick to identify when children might have additional needs or require further support and work very closely with parents, carers and external agencies to ensure that children receive the support that they require.

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	EY360781
Local authority	East Sussex
Inspection number	890916
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	12
Number of children on roll	26
Name of provider	Karen Ann Goodman
Date of previous inspection	03/12/2008
Telephone number	01424 755376

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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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