

Marlbrook Pre-School

St. Lukes Church Hall, Braces Lane, Marlbrook, BROMSGROVE, Worcestershire, B60 1ED

Inspection date	28/11/2012
Previous inspection date	25/03/2010

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

- Children are safeguarded well in the pre-school as all staff are familiar with the comprehensive policies and their implementation. Children are well supervised and the premises are secure.
- Children show they are secure and settled in the happy, welcoming environment of the setting. They are given praise and the confidence to try all the activities and their interests are taken into account during planning.
- The manager and staff evaluate all aspects of their provision effectively and receive advice from the local early years advisor. They have good links with other professionals in order to support children's learning and assist in their monitoring processes.
- Children's needs are well met and they are sufficiently challenged by the interesting activities and learning opportunities the pre-school provides for them. Behaviour is excellent and children are fully engaged in all their activities.

It is not yet outstanding because

- Further involvement of all parents in their children's learning has yet to be fully established.

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 playroom and the outside learning environment.
- The inspector held meetings with the provider/manager of the provision.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Marlbrook Pre-School was re-registered on the Early Years Register in 2009. It operates from the main hall in St Luke's Church Centre in Marlbrook, Bromsgrove and is managed by the proprietor, who is also the manager. The pre-school serves the local area and is accessible to all children. It is open five days a week from 9.30am to 12.30pm and from 12.30pm to 2.30pm during term time only. Children attend for a variety of sessions and there is a fully enclosed area available for outdoor play.

The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and 3. There are currently 19 children attending who are within the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The setting is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- find effective ways to fully involve all parents in their children's learning, for example, by contributing to their 'learning journeys' and working on activities with them at home related to their interests and next steps.

Inspection judgements

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

All staff know the children very well as numbers are small. This means they know what children can do already and work from their starting points from parents' information when children first start at the pre-school. They use their observations and assessments of children to plan each child's next steps so that they build on their learning and make good progress in all seven areas of learning. Children's interests and individual needs are woven into the informal planning, which means that they all progress at their own level and pace. Children are challenged sufficiently through the interesting activities and opportunities provided for them and their progress is reviewed termly. Children's language and vocabulary is developed well and there are many opportunities for discussion throughout the day. For example, when they talk about the days of the week, the weather and seasons each day they are asked 'what would you wear in the cold?' Children give correct answers and also point out that we can wear hats to protect us from the sun, which prompts a discussion about sun safety.

Parents are given information on the early learning goals and the purpose of their children's activities. This is through written information and the opportunity to participate in a 'maths morning' so that they can see how their children learn mathematical skills in their play. Staff are planning a similar session for language and literacy skills. Children take home 'talk about' boxes containing themed toys which parents are encouraged to use with children, but staff do not receive feedback on these activities so are unsure whether their purpose is being achieved. Parents may see children's 'learning journeys' but do not

yet contribute to them so they have yet to be fully involved in children's learning. They are encouraged to work with children at home to practise skills, such as counting and recognising numbers, and they may take home books to look at with children. Parents are invited to the Christmas and Easter shows the children take part in and to other events, such as a Jubilee party.

Children enjoy an interesting range of activities which enhance their progress in all areas of learning. They are imaginative in their use of the dressing up clothes and in making up stories around the 'Cinderella's carriage' which is set up using the wooden climbing blocks. They decide that one child is having a party and they are all going to it. Several children cooperate well together to build towers from large building blocks. They persevere when they collapse and try again. They solve the problem of it being too tall to reach by wanting to stand on a pile of bricks so they can reach, but as this is not safe, they just build shorter ones. They also persevere well in doing jigsaws as they try pieces in different ways until they fit. Staff encourage children not to give up and help them to find ways of solving problems. A group of children enjoy exploring a large box full of technological toys, such as mobile telephones, toy radios, kaleidoscopes, magnets and many other exciting items. They develop their technological skills well through their use of these and play computers.

Children find out about a variety of festivals and cultures through their learning about Diwali and Chinese New Year. The role play area is turned into a Chinese restaurant in which they look at the menus so they learn that writing is for a purpose. They try noodles and prawn crackers and listen to the New Year animal race story. Children make Diwali lamps and look at books reflecting these celebrations. They find out about the natural world in their visits to the park and their exploration of natural objects, such as shells, fir cones and stones. Children enjoy 'digging for treasure' outside and growing flowers and bulbs. They see changes in materials and explore textures in their baking activities and use of play dough and tools. All their activities enhance their learning and experiences across the Early Years Foundation Stage. Children with special educational needs and/or disabilities are supported well as staff work with parents and other professionals to find out about their specific needs and provide continuity of care so that each child's needs are fully met and they are included in the life of the setting.

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

Children develop their physical skills through the use of a good range of climbing and balancing equipment, balls, hoops and wheeled toys. The outdoor area is used well and children have the freedom to follow their own ideas as they use the small logs and all kinds of resources to create their own areas. They are settled and secure as they sit on practitioners' laps to listen to stories and enjoy involving them in their play. They concentrate very well on their activities and have good relationships with other children and staff. Behaviour is excellent and children help each other tidy up. They are reminded to have 'kind hands and feet' at the beginning of the session. They cooperate well to solve problems and are confident in their use of the space in the room. Children are praised and encouraged by staff, which gives them self-esteem and confidence. They are learning to be independent as they put on their own coats and wellies, pour their own drinks and help themselves to water if they need it.

Children learn about making healthy choices in food and looking after themselves. A talk from a dental nurse teaches children to care for their teeth and to learn about healthy and unhealthy foods. They grow beans, peas, potatoes and strawberries and know these are good for them. They have plenty of exercise in their music and movement sessions and action songs and know they need to do quiet activities for a while after their lunch.

Effective policies and procedures ensure children's health and well-being are protected and medical and accident records are well kept. All parental consents are in place for emergency medical treatment. The kind and caring staff ensure that all children are happy and settled at the pre-school so that they are able to enjoy their play and learning.

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

There are effective systems in place to monitor and evaluate all aspects of the provision. The manager works in the playroom with the staff, so she monitors them informally on a daily basis. She also carries out formal appraisals and supervision to ensure that their teaching and planning is of good quality. The setting receives regular visits and advice from the local early years improvement adviser, who assists with their monitoring of the provision. Staff discuss their targets for improvement with the manager and training courses are booked as a result. All staff have regular training and have recently completed updated safeguarding courses. Staff are able to follow their own path in their professional development and are supported by the manager. The setting evaluates systems for teaching and planning and adapts these to suit the needs and interests of all the children. An ongoing improvement plan is informed by areas which staff identify for change or improvement. Rigorous recruitment and induction policies mean that staff are suitable to work with children and are suitably well qualified to provide quality learning experiences for children. The manager ensures that staff read and understand the policies for the setting and continue to implement them effectively.

Children are safe at the pre-school as they are well supervised at all times and staff have a good knowledge of safeguarding and child protection procedures. They know how to report any concerns regarding children or staff and they teach children how to keep themselves safe. For example, they hold onto the rail when using the steps outside. Effective risk assessments mean that potential hazards are minimised and staff are aware of how to keep children safe both on and away from the premises.

The pre-school has established effective links with other local early years providers, such as the children's centre with whom they are in a partnership group with other providers in the area. They share information on children's progress and achievements with their childminders and work with a range of other professionals to support children with special educational needs and/or disabilities. Children's progress records are passed on to their next settings and schools, and transition is eased by contact with children's new providers who sometimes visit the pre-school. This helps children become familiar with them before they start their new setting. Staff work very well together as a team and are motivated to

continuously improve their provision so that children receive worthwhile and exciting learning experiences.

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

EY400942

Local authority

Worcestershire

Inspection number	879402
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	19
Name of provider	Tina Ann Cornford
Date of previous inspection	25/03/2010
Telephone number	07951 869175

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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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