

Medmenham Early Years

The Community Centre, Medmenham, Marlow, Buckinghamshire, SL7 2EE

Inspection date	22/01/2013
Previous inspection date	06/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The pre-school is exceptionally welcoming and inclusive. Children are very happy and highly motivated in their play, and extremely well engaged in their learning.
- The pre-school maintains excellent relationships with parents, who are valued highly to provide a significant partnership in their children's learning and development. Consequently parents are very positive about the care their children receive.
- Staff provide rich, varied and exciting experiences for children, who as a result are making exceptional progress in all seven areas of learning.
- There are excellent transition systems to support children moving on to school. Consequently children are very well prepared and confident.
- The leadership and management are highly motivational and inspirational.

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 children interacting in the play and with staff.
- The inspector sampled the provision's documentation and children's development records.
- The inspector engaged in discussions with the manager, staff, children and their parents.
- The inspector carried out a joint observation with the manager, of staff and children during an activity.

Inspector

Aileen Finan

Full Report

Information about the setting

The Medmenham Pre-school registered in 2003 and has been open for over 30 years. It operates from the Royal Air Force (RAF) Community Centre on the outskirts of Marlow, Buckinghamshire. The pre-school serves the local area and children attend from both civilian and RAF families. The pre-school is enclosed within their own individual area of the community centre, with toilets and outdoor play area. Access to the community centre is

via two steps up to the main entrance. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 45 children in the early years age group on roll. It is open for 5 days a week during the school term time. Sessions are from 9.05am until 2pm apart from Wednesdays when the pre-school finishes at 12.15pm. Children can attend a variety of sessions including morning, lunch and extended day. The pre-school supports children special educational needs and/or disabilities. The pre-school employs 11 staff in total including the manager who holds Early Years Professional Status (EYPS). Of the staff 10 hold appropriate childcare qualifications and include a qualified teacher. One staff member is working towards an early years qualification at level 2 and two are working towards a level 3 qualification. A further staff member is completing a Foundation Stage degree.

What the setting needs to do to improve further

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

- extend flexible outdoor learning, by providing further stimulating experiences for children across all seven areas of learning to enhance and support their curiosity, play and engagement.

Inspection judgements

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

Children consistently achieve well because the pre-school provides an exceptionally broad range of resources and play activities. These activities thoroughly support children's development across all seven areas of learning. Children are extremely happy and have secure warm bonds with the staff who work with them. The pre-school's ethos centres on child selected play with staff further extending and motivating children to learn actively around their interests. As a consequence, children benefit immensely from rich, varied and stimulating experiences, which they are eager to join in with. Staff are highly reflective and have an excellent understanding and knowledge of the children and their progress. They are innovative in their ideas and planning, which together with their knowledge to support children's individual needs ensures children learn through a wealth of opportunities.

Enthusiastic staff make a significant impact to ensure that children learn through the ever changing nature of the world. For example they bring snow inside and imaginative discussions take place about igloos, snowmen and icicles. Children's art and craft follows popular stories, and children are thoroughly encouraged to express their own ideas

through creations of their caterpillars. Children's speech and communication is extremely well supported by staff who provide children time to listen, understand and respond. Consequently children are confident to put forward their ideas, think critically and explore solutions. For example, they understand that as the boat they have built has holes in it, it will sink. The outdoor environment is currently under review and refurbishment but generally provides free-flow play to effectively challenge children in their learning. However, staff are motivational in providing innovative ideas to further support children's learning and enjoyment outside. For example, children throw snowballs at a numbered target which provides enriching opportunities to use numbers in everyday play. Children play in the outdoor cabin set up as a home environment. They engage enthusiastically, demonstrating extremely friendly behaviour, initiating conversations and forming good relationships with their friends.

Staff have an exceptionally strong understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Assessment of children's ongoing progress is precise and sharply focused. Timely interventions support children needing additional support or to close any minor gaps in children's development. Parents are very much a part of their children's learning. Key person staff are highly effective at providing extremely strong support to enable and value these home-school learning strategies. Consequently children are thoroughly well motivated and consistently demonstrate the characteristics of effective learning. As a result, children are making exemplary progress in acquiring communication and language skills and are making rapid steps in their physical, personal, social and emotional development. They are exceptionally well prepared for school or the next stage in their learning.

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

Children benefit from a highly stimulating and inclusive environment. They have secure emotional bonds with the manager and staff, who are extremely good role models. Staff are deployed productively to make certain that children are provided with enriching opportunities to play and learn. Children are extremely happy. They play contently and actively engage in what they are doing. Children increasingly show high levels of confidence in their learning environment and in social situations. They understand their routines extremely well and positively follow instructions. Children are exceptionally well behaved, polite and kind to one another. They listen to staff and understand how to keep themselves safe. For example the procedure in place while building work is being completed, and sitting carefully on chairs.

Staff consistently give a high priority to support how children learn about their own health and self care. Children enjoy healthy nutritious snacks taken in the snack rooms; and have consistent opportunities for fresh air and exercise. From an early age children understand to blow their nose and dispose of tissues. Staff appropriately support children's rest periods, nappy changes, toilet or potty training with additional systems in place, which thoroughly safeguard children.

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

The leadership of the pre-school is inspirational. The manager and staff have an excellent understanding of their responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. There are highly effective systems in place to monitor this. Staff thoroughly acknowledge their responsibilities to safeguard the children and understand the procedures to take should they have a concern about a child in her care. All staff complete safeguarding awareness training as part of their thorough and effective induction process. Exemplary recruitment and vetting practice helps to ensure the suitability of the staff employed. Their ongoing personal development is fully embedded through secure supervision and appraisal systems which inform targeted training needs to support the children at the pre-school. The vast majority of staff hold a first aid qualification and food safety training certificate.

Highly effective practice to reflect on risk assessments, which further ensure the safety of children, is outstanding. All staff acknowledge how to maximise the safety of the environment indoors and outside. Parents understand the robust policies which keep their children safe and support their health and well-being. Exceptional arrangements to evaluate the success of the pre-school take on board the views of children and their parents. This consequently, significantly impacts on the planning for future priorities, and means that the suggestions of others are highly valued. Staff are extremely motivated and passionate about their roles and commitment to children's learning.

The pre-school has exemplary systems in place to ascertain children's starting points. Their planning and assessment is highly monitored to ensure there is an accurate understanding of children's skills and progress across all areas of learning. Staff quickly identify children's needs, which are exceptionally well met. There are excellent partnerships with parents and highly effective partnerships with external agencies and the committee. Parents receive timely information about their children's progress through excellent progress records, reports and discussions. Informal coffee mornings enable parents to learn more about the educational framework and how to enrich children's learning at home. Children's transitions to school or from one age group room to another fully support their needs and security. For example, outstanding reports enable new key person staff or future schools to have a clear and thorough understanding of children's capabilities and achievements. Overall, children are making extremely good progress in relation to their starting points. They are developing securely within and often above the typical range for their age groups/bands.

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

EY257643

Local authority

Buckinghamshire

Inspection number	899559
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	45
Name of provider	RAF High Wycombe Pre-School Group
Date of previous inspection	06/03/2009
Telephone number	01628 476419

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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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Piccadilly Gate
Store St
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M1 2WD

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