

Marlborough Childcare and Pre-School

Marlborough Primary School, Morice Square, PLYMOUTH, PL1 4NJ

Inspection date	24/09/2013
Previous inspection date	Not Applicable

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		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children enjoy going to the setting and feel safe, because kind and caring staff look after them.
- Children become familiar with the premises, which help to prepare them for entering the foundation class in school.
- Parents value the provision and are pleased with their children's progress.
- Children enjoy familiar routines and as a result, they develop suitable self-care skills and feel secure.

It is not yet good because

- The range of outdoor resources and activities do not fully promote all areas of children's learning and development.
- Staff plan and provide a reasonable programme of activities. However, they do not always group children appropriately, or offer support tailored to individual children's needs to ensure consistently effective learning opportunities for children.
- Staff are aware of children's individual needs and backgrounds, although they take limited information from parents about children's home languages. This does not fully support children's communication when they are settling in.

- Staff provide some sensory and creative play materials for children to use, although these are not freely available at every session.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 in their indoor and outdoor activities.
- The inspector had discussions with staff, parents, managers and the Head teacher.
- The inspector undertook two joint observations with the manager.
- The inspector read and discussed a sample of children's development records.
- The inspector read and discussed the self-evaluation form.

Inspector
Julie Wright

Full Report

Information about the setting

The Marlborough Childcare and Pre-School in Plymouth registered in 2013. It is situated in a purpose built foundation unit at the primary school. The setting is managed by the school. There is an enclosed area available for outdoor play. It operates Monday to Friday from 8.45am to 11.45am and from 12pm to 3pm, during school term times. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Care is available for children aged from two years to three years. The setting provides funded early education places for two-year-olds. There are currently 15 children on roll. There are two members of staff employed to work with the children, both of whom hold relevant childcare qualifications. The setting supports children who learn English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review the organisation of groups of children and levels of staff support, to provide consistently effective activities for learning, to meet the individual needs, interests and stage of development for each child
- improve the information gained from parents of children who learn English as an additional language, to support communication and settling in, with particular regard to gaining key words in their home languages.

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

- improve the availability of sensory activities and creative play materials, for children to experience and explore, to promote consistent interest and learning
- improve the outdoor play provision for children, to provide more variety and promote all areas of children's development.

Inspection judgements

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

Staff care for two-year-old children in a separate room within the school foundation stage unit. Staff use the school tracking system, which covers children's progress aged from birth, to monitor and assess development. Each child has an individual profile assessment that identifies their current stage of development. Staff have regular discussions with parents and share information about children's progress. Parents contribute ideas for their children's next steps, such as to work on potty training. This helps to develop positive partnerships with staff and promotes consistent care for children. Staff compile summary reports, including the required progress check for two year old children. Staff identify areas of development where children might need additional support, for example, in speech and language development. Staff provide suitable activities to help promote most children's communication and language skills. For instance, at each session children gather for 'rhyme time' and enjoy singing songs. Staff use pictures to help children understand the routines of the day. Children like to find their own photograph and put in on the board, which helps develop their sense of identity and self-esteem.

The room is set with a reasonable variety of toys and activities, which are accessible in low-level drawers and units. Children explore their surroundings and show interest as they find things. For example, children select puppets and put them on their hands to wave around. Children pick up pan lids and show pleasure as they make loud noises. Children sit under a canopy where they find colourful picture books to look at. Staff interact with children to promote interest and encourage them to talk. For instance, staff look at pictures with children and say words for them to repeat. Planning includes creative and 'messy play' opportunities, such as sand, water and paint activities. However, these are not available at every session, which limits the variety of resources for children to freely experience. Staff provide group activities to help children learn to sit and develop concentration, which build skills for learning. At times these work well, however, children's individual and varying stages of development sometimes have an impact on the success of activities. For example, some children lose interest quickly and distract those who are more able to listen. Consequently, challenges to children's learning are not always consistently effective.

Children have use of an enclosed, covered outdoor area, so they can frequently play out. They enjoy choosing where to play and often go from the room to the outside, then back again. There is a selection of outdoor toys, although not a wide enough variety to extend children's interest and promote all areas of development. This does not fully support those children who are more active learners and prefer to play and learn outside. Nonetheless, children have fun as they play games with staff outdoors, such as 'hide and seek'. Staff and children chant numbers as they count time, and then shout 'coming to find you'. This activity helps to promote children's language and social skills, as they learn to play together. Staff focus on promoting the prime areas of learning for children under three years. This means that most children begin to develop independent skills, feel secure and gain wider vocabulary. They make physical progress as they develop coordination and competence in their activities.

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

There are up to eight children at each session, with two key staff. Additional help is available from other staff in the unit, for example, to cover staff breaks. This means that children have consistent carers and feel secure. Staff promote warm relationships to help children settle-in. They offer home-visits prior to children starting and families visit the setting, to find out about the children's backgrounds. This helps staff to meet children's needs overall and promote well-being. For instance, they know about children's dietary and health requirements. Staff are aware of children's home language, although they do not have sufficient knowledge of key words. This limits opportunities to fully promote communication, help children settle and reassure children who speak limited or no English. Children respond positively to staff and learn safe boundaries. For example, staff help children to learn to use equipment safely, such as to go down the slide and not up. Children learn to walk carefully on the ramp and not to run in certain places. They recognise a song that signals 'tidy-up time' and begin to help. Children learn how to sort and where to put things as staff ask 'where does this one go?' Children find appropriate boxes and staff praise them for being 'excellent at really good helping'. This praise boosts children's confidence and self-esteem and helps them learn staff's expectations of them.

Children sit together at snack time after they have been to wash their hands. They enjoy the familiarity of these routines, which help them to feel secure and develop self-care skills. Children benefit from fresh fruit and drinks. Staff help children to recognise and name food items. For example, they ask children to compare a real piece of fruit with a replica toy they had been playing with. Staff reinforce this learning in role-play. For instance, they sing 'this is the way we wash our hands' and talk about a 'yummy dinner', when a child pretends to feed them. Staff are developing suitable plans and activities to involve parents and promote healthy eating. They manage children's behaviour with positive language and age-appropriate strategies. Staff work with parents to promote consistent care and resolve behaviour issues, to keep children safe. Staff discuss children's personal care needs with parents on a regular basis. Staff record frequency of nappy changes and/or toileting details, to monitor children's progress and keep them comfortable. They are supportive in children's potty and toilet training. However, the frequency that staff need to take children out of the room sometimes disrupts activities as one member of staff is left supervising the remaining children and interaction is limited at these times.

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

Children are cared for in safe and secure premises. Staff have clear arrangements in place to make sure that children are only collected by authorised persons, to keep children safe. Staff attend appropriate child protection training. They demonstrate secure knowledge of the Local Safeguarding Children Board procedures, to protect children's welfare. There are suitable vetting, induction, appraisal and supervision procedures, to check suitability of persons working with children. Staff work to the required minimum ratio of one adult to four children aged two years. This works reasonably well and levels of supervision are satisfactory. However, there are times when staff interaction with children is more limited. For example, when a member of staff takes children to the toilets, it leaves one person to

supervise remaining children in two play areas. Staff stand where they can see children but direct engagement is limited at these times. Risk assessments identify potential hazards and staff provide suitable safety equipment. For example, a safety gate prevents children leaving the main playroom. Regular fire safety and nuclear alarm procedures help children to become familiar with the sounds and learn what to do.

Staff have relevant qualifications and a secure understanding of children's welfare, learning and development. The group is relatively new and staff are developing their provision for two year old children. They continue to review their provision and plan for improvements. For example, the previous outdoor play arrangements were found not to be completely suitable. As a result, staff currently limit children's access to extended outdoor areas, until they resolve issues. Staff have suitable action plans in place and demonstrate a sound capacity to develop and improve the setting. Staff are building positive relationships with parents and have clear ideas on how to involve them in children's learning. For example, they have begun to invite parents and children to attend 'Fun Friday' sessions. During the inspection parents comment on how well their children settle and enjoy going. Staff are establishing suitable partnerships with facilities in the local area, in order to support children and families.

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 action. 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	EY458524
Local authority	Plymouth
Inspection number	909189
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	16
Number of children on roll	15
Name of provider	Marlborough Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01752567681

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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, which are usually the childminder's 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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