

St Mark's Mini Mice Pre-School Limited

7 Alton Road, Bournemouth, Dorset, BH10 4AA

Inspection date	08/10/2013
Previous inspection date	25/06/2009

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

- The setting's practice enables all children to do well, make good progress relative to their starting points and prepares them well for the next steps of their learning.
- Staff's have high expectations and a thorough understanding of how children learn. They use assessment records effectively to plan activities to support children's progress.
- All staff consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy.
- Children enjoy their time in a well-organised and attractive pre-school as they independently access an interesting range of learning opportunities.

It is not yet outstanding because

- Staff do not make the most of opportunities at the end of physical activities to teach children about the effects of exercise on their bodies and the positive contribution it can make to their health.
- Staff miss opportunities during some activities to extend and develop children's language, such as by asking open ended questions to promote critical thinking and a greater variety of words.

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.

Inspection activities

- The inspector made several short and long observations of activities in all areas of the pre-school.
- The inspector spoke with the managers and several members of staff.
The inspector looked at children's learning journeys, a sample of planning documentation, a selection of children's records and the pre-school's policies and procedures.
- The inspector also took account of the views of several parents spoken to on the day.

Inspector

ISP Inspection

Full Report

Information about the setting

St Mark's Mini Mice Pre-School Limited registered in 2005. It operates from a church hall in the centre of Talbot Village in Dorset and serves the local community. The hall is shared with other community groups, but the pre-school have sole use during opening times. Children have access to a secure area at the front of the premises for outdoor play activities. The pre-school is registered on the Early Years Register to care for a maximum of 30 children at any-one time. There are currently 48 children on roll; all of these are in the early years age range. The pre-school gets funding for the provision of free early education to children aged three and four. The group opens five days a week during school term times only. Sessions are from 9.15am until 12.15pm on Tuesday, Wednesday, Thursday and Friday. On Monday, the pre-school operates from 9.15am until 3.15pm. Children attend for a variety of sessions. The pre-school welcomes children with special educational needs and/or disabilities and those who speak English as an additional language. A team of seven staff work directly with the children, including the two managers. All hold appropriate early years qualifications. The setting receives support from the local authority and participates in the local authority's 'Quality Standards Accreditation' scheme.

What the setting needs to do to improve further

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

- extend children's awareness of health by talking to them about the effect of exercise on their bodies and the positive contribution it can make to their health
- strengthen opportunities for communication and language development during activities by using effective open-ended questioning to encourage children to think critically and use a wider variety of words.

Inspection judgements

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

The pre-school offers a welcoming environment where children are eager to try the activities on offer. They move around from activity to activity with good staff support to enhance their learning and development. Consequently, children make good progress in their learning. Staff use the Early years Foundation Stage framework to adapt and plan activities which meet the individual needs of children. They understand that every child is unique and work closely with parents and others to meet children's needs. Children really

enjoy their time at pre-school and are happy, confident and busy. Children's individual needs and interests are taken in to account when staff get together to complete their planning. Staff work extremely well together and combine their skills and knowledge effectively to plan an environment, which effectively covers all seven areas of learning. They compile comprehensive observations and assessments, photographs and examples of children's work in records of development. These clearly identify next steps in learning, which staff discuss regularly with parents. Parents can access their children's learning journals at any time. Staff invite them to make comments, and share information about children's home successes. In addition, the 'WOW' board encourages parents to join in and celebrate their child's achievements.

The pre-school provides an attractive play environment that offers learning opportunities for children of differing abilities and ages. Staff join in with children as they play and help them to achieve tasks when they need it. They support children's listening skills well, such as during circle times, when children talk about the routines and activities of the day, as well as the days of the week and the weather. Children thoroughly enjoy listening to and interacting with stories. Staff use soft toys to enhance the enjoyment of books and to reinforce important messages such as the value of friendships. Recent training on supporting children's language and communication development positively influences the activity planning. For example, staff use 'Words of the week' and communication bags in order to promote children's communication and language skills. Staff extend children's language and recognition of number and counting through songs and rhymes well. However, during some activities, such as when children design models, staff miss opportunities to use questioning or thought-provoking conversation, to encourage children's thinking and solve problems skills. The programme for literacy is strong. Staff use books and CD's to encourage children to correctly pronounce letters of the alphabet phonetically. Children choose to sit on the large mat to read the good range of books, which include both fact and fiction. Children successfully develop early writing skills as they use tools in the play dough and have access to crayons pencils and paper. Additionally, children have numerous opportunities to practice their emergent writing. For example, as part of the 'All about me' project, they describe their feelings of happy and sad and their likes and dislikes.

Children engage well in role-play in the home corner and staff encourage them to develop their own ideas. For example, children act out being in hospital using the dressing up clothes and doctor's equipment to treat their patients. Children enjoy being creative at the craft table. They make their own creations using junk modeling materials and complete an art activity of their own choice. A wide range of craft materials are available for children to experiment with. They competently use tools such as scissors and glue when they wish. Children have many opportunities to explore a good range of information, communication and technology resources. They have great fun playing the interactive penguin games on the computer and chatting on the phones in the home corner.

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

The key person system is effective and sensitive to the needs of all children. As a result, children form secure attachments, which promote their well-being effectively. All children show a strong sense of belonging within the pre-school. Staff play a very important role in supporting and caring for children. Their contact with children shows great patience and enthusiasm, as they nurture children to enable them to discover new learning. Children demonstrate high levels of confidence and self-esteem. They move freely around the pre-school, cooperate with their peers and are keen to share their activities with staff. They enthusiastically help to tidy away, which shows they have a good awareness of responsibility within the pre-school.

Staff manage children's behaviour well, as they help them to negotiate and cooperate with their peers. They remind children about the boundaries, encourage them to care for one another respect the feelings of their friends. Children learn to share, take turns and use kind words. Staff reward positive behaviour with stickers, verbal praise and encouragement. The pre-school is inclusive environment. All children receive equal treatment, which helps them to build on their existing skills and reach their potential. Staff show a firm commitment to improving the quality of children's learning experiences. There are good opportunities for children to learn about each other and to value their differences.

The experience and vigilance of staff effectively promotes children's good health and well-being. Children enjoy the healthy snacks that the pre-school provides, which effectively supports their good health. Parents provide appropriate foods for children who stay to lunch. Drinks are always available to children and they help themselves at any time. Children are learning to behave in safe and responsible ways. They demonstrate that they feel safe and secure as they approach adults confidently for support. Children are developing many good personal hygiene practices, such as washing their hands at appropriate times throughout the session. All children are developing good self-care skills. For example, they find their coats on the pegs and staff encourage them to put them on by themselves. Children can play with a large range of appropriate resources, which supports their learning well in all areas. Daily opportunities for exercise are available in the outside area where children develop skills in jumping and balancing. They energetically join in with physical exercise in the hall, such as music and movement. They have immense fun dancing with scarves and ribbons, swirling them around, up and down to made shapes in the air. However, staff do make the most of opportunities at the end of these sessions to teach children about the effects of exercise on their bodies and the positive contribution it can make to their health.

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

The pre-school has comprehensive records, policies and procedures in place, which provide a good framework for staff to base their practice on. This helps managers to provide a good child-friendly provision. There is a strong focus on children's safety, security and happiness. The staff have a good understanding of effective working practices and implement effective safeguarding procedures. This helps to protect children

from harm. The robust recruitment, vetting and induction procedures ensure that staff have appropriate experience and are suitable to work within their roles. Staff use risk assessment systems effectively to minimise any potential hazards to children and closely monitor the access to the premises. Visitors to the setting must produce identification and sign in and out. The management effectively monitors staff performance, both formally through appraisals and informally through observation of practice and discussion. Staff meetings and supervision meetings enable the management to check on the progress children are making. Staff feel they receive good support for their professional development. Management is aware of the impact of supporting professional development and regularly discusses training needs at supervision meetings, which has a positive impact on staff performance.

Children play in a spacious and attractive accommodation. They use a wide range of resources that meet their specific learning and development needs well. In addition to their own hall, children are able to use the school playground to play on the equipment. Children have a good range of play opportunities from which they gain sufficient pleasure and learning. Staff are particularly keen to make the most of children's interests and things that they respond to.

The management effectively monitors the educational programmes and planning to ensure that children have good opportunities to progress to the early learning goals. Effective observation and assessment strategies quickly identify any children requiring extra support. Staff work hard to meet the needs of all the children. Strong partnerships with parents contribute towards a consistent approach to children's care and learning. Parents receive regular information about their child's welfare, learning and development through daily verbal discussions and written information in the communication books. Informative displays inform parents about the setting's daily activities and their child's key person. Parents have good opportunities to contribute their views through informal discussion and formal questionnaires. During discussions with parents, it is evident that they are happy with quality of the provision and have high levels of appreciation for the pre-school. The thorough organisational systems support staff well in providing a welcoming and stimulating environment for all children.. The pre-school prepares children well for the next stage in their learning, particularly their transfers to school. Reception class teachers visit the children at the pre-school prior to them starting school and invite them to the school's teddy bears picnic for new starters. Children develop confidence in various social situations, which prepares them well for moving on. The pre-school effectively shares information with other providers on a regular basis through communication books. For example, there are notes on children's interests and their development needs. This effectively promotes continuity of care and learning.

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	EY319500
Local authority	Bournemouth
Inspection number	847554
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	32
Name of provider	St Mark's Mini Mice Pre-School Limited
Date of previous inspection	25/06/2009
Telephone number	07977141675

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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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