

# Marlbrook Pre-School

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

## Inspection date

11/11/2013

Previous inspection date

28/11/2012

## 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 are happy, motivated and eager to learn, and make good progress in their learning and development. They show good levels of independence, curiosity and imagination and demonstrate very positive behaviour and strong self-assurance.
- The pre-school is friendly and welcoming, and children benefit from positive and supportive relationships with staff. This helps them to develop a strong sense of belonging, and to feel safe and secure.
- Staff are good role models; they speak respectfully to children and give them clear guidance. This helps them develop positive relationships with others.
- The pre-school fulfils its responsibilities in meeting the safeguarding and welfare requirements; risks to children are minimised through daily safety checks, good supervision and vigilant staff.

### It is not yet outstanding because

- There is room to extend the range of information provided by parents about children's starting points in their learning when they join pre-school, to further support planning and assessment arrangements.
- There is scope to improve the existing arrangements to further involve parents in sharing information about their child's achievements at home.

## 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 observed activities in the main playroom; snack time and children have their lunch time meal.
- The inspector held a meeting with the provider/manager of the provision.
- The inspector looked at evidence of practitioners suitability, children's assessment records, planning documents and a range of policies and procedures.
- The inspector spoke to staff and children during the course of the inspection.
- The inspector carried out a joint observation with the manager to observe the quality of teaching and learning.
- The inspector also took account of the views of parents and carers spoken to on the day of the inspection, and information detailed in the parent questionnaires.

## Inspector

Jacqueline Nation

## Full report

### Information about the setting

Marlbrook Pre-school was re-registered in 2009 and is on the Early Years Register. 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 areas and is accessible to all children. It is open five days a week from 9.30am until 12.30pm and from 12.30pm to 2.30pm during term time only. Children attend for a variety of sessions. There is an enclosed area available for outdoor play.

The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The provider/manager holds a Foundation Degree in Early Years. There are currently 27 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year old children. 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:

- extend the range of information gained at the admission stage in relation to children's starting points in their learning, to fully support the planning and assessment arrangements for individual children
- build on opportunities for parents to share information about their children's learning at home to further involve them in their children's learning and development.

## Inspection judgements

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

Staff provide a warm, welcoming, stimulating environment for children. Children's enthusiasm in their learning, and the levels at which they succeed is enhanced by staff who have a good understanding of how to support children in their learning. Staff recognise fully that children learn through play, and provide a broad range of interesting activities which engage and capture children's interests. Secure planning and monitoring across the seven areas of learning ensure all aspects are sufficiently covered. All staff use their observations effectively to help children move forward in their learning, and make good progress. Good arrangements are in place to keep parents informed about the

progress their children make. Staff record children's achievements in their 'Learning Journey' book, which also include a range of photographs. Parents receive a report each term which keeps them up-to-date about their child's learning and development. Staff provide parents with a progress check for children at aged two years, which covers the prime areas of learning. Parents are provided with information about the Early Years Foundation Stage, and the early learning goals. While there are many good arrangements in place with regards to sharing information with parents, there is room to extend the information gained about children's starting points in their learning to cover all aspects of their development. Furthermore, there is scope to further strengthen the strategies already in place with parents, to support them in sharing their observations of children's achievements at home. Thus providing further benefits to children's continuity in learning.

Staff plan and organise resources to encourage children to make decisions about what they do which promotes children's skills, and develop independence, curiosity and the ability to explore. Many children like to spend time making up their own games, taking on different roles and characters as they dress up. Some planned activities focus on different aspects of learning, such as a short session with older children to help them link letters and sounds. Children choose from a range of objects that begin with 'b' which is the letter of the week. Children find their name card on arrival, and many children like to practise writing their name. This helps promote their literacy skills. Children have many opportunities to be creative, such as during painting, art and craft, drawing and colouring activities.

All children thoroughly enjoy the visit from the French Teacher. They listen well, follow actions as they join in circle games, sing songs and enjoy counting rhymes. It is evident from observing the children that they are growing in confidence, as does their use of the French language as the session progresses. This helps promote their understanding of the world, and their communication skills and confidence. Children are making good progress with their mathematical development. At the puzzle table children learn about shape and space, and work out how to complete puzzles. Staff encourage children to persevere, by asking questions to help them overcome challenges. For example, 'do you think it will fit there?' and 'try again, I know you can do it'. Children persevere, and concentrate as they work together to fit the train track together, and work out how to connect the magnetic trains. This helps children to think and learn. Children's understanding of technology is fostered successfully. Children are encouraged to use the 'light box' to observe shapes and object in greater detail. They investigate and use a range of resources, such as cameras, torches, rain shakers, and binoculars. Children learn about the changing weather, different seasons and festivals, such as Diwali and Remembrance Day. Staff support children very well in acquiring the skills, attitudes and dispositions they need to be ready for school. Staff are well deployed and interact very effectively with the children as they play. They support children in their learning, and ask questions to help them achieve new skills. Staff encourage children's engagement in activities by asking if they would like to come and play.

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

Children enjoy attending this friendly and welcoming pre-school where they receive a warm welcome from staff. The effective key person system helps to support children's individual needs. Staff know the children very well and confidently talk about their unique characteristics, and their interests. They spend time with children who find it more difficult to settle and separate from their parents, and provide kind and reassuring words, and offer cuddles to help them feel secure. Children follow a familiar routines which helps them to feel secure and settle quickly. This positive and supportive approach contributes to children's secure and trusting relationships with staff. They show their confidence and self-assurance, for example, after lunch they clean their hands and faces, and go to sit in the book corner, and choose a book for quiet time.

Inclusive practice is successful as the manager and staff make sure all children and families are valued and respected. Children who speak English as an additional language are supported well and some staff use sign language. Staff talk to parents to find out some key words and phrases in the child's own language, to further support their language and communication skills. The setting works well in partnership with other agencies to support children with special educational needs and/or disabilities. The manager has made links with local nurseries and schools to ease the transition for children who leave to attend pre-school as they move forward in their learning. Transition documents are shared with parents and the new setting to support this transition stage.

Children's behaviour is very good, and when asked children talk about and understand the 'Golden rules'. This means they understand about having kind hands, feet and words. This helps children build positive relationships with their peers. Safety within the pre-school is given good consideration and effective steps are taken to minimise risks. Children's understanding of safety is enhanced by regular discussions, consistent routines and gentle reminders about how to play safely in the environment. They know how to hold the rail and walk safely down the steps to the outdoor play area, and they are involved in evacuating the premises in an emergency.

Children have a good understanding about healthy lifestyles. They develop good self-care skills and know they wash their hands before eating, and after using the bathroom. Staff encourage children to 'cover their coughs, to stop germs from spreading'. Children enjoy healthy snacks, and sit together at lunch time with their packed lunches. Lunch time is a very sociable occasion as staff and children sit and chat together, and this helps form positive relationships. Children have regular access to the garden to help promote their physical development and benefit from the fresh air.

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

The manager and staff team are committed to improving the quality of the provision to benefit children. They monitor all aspects of the provision, and reflect on practice to identify their strengths and areas for development. The manager ensures the suitability of staff working directly with the children by carrying out vetting procedures to confirm their suitability. Effective systems are in place to monitor the quality of teaching and learning.

The arrangements for supervision, appraisals and professional development are well-considered, and include opportunities for staff to complete training to further enhance their knowledge.

The manager has a good understanding of the learning and development requirements. She regularly observes staff as they interact with children to help monitor the quality of teaching and learning. This ensures all children benefit from their time at the pre-school. Effective systems are in place observe, assess and monitor children's progress to ensure children make the best possible progress. Partnerships with other professionals and agencies are effective, and ensure timely interventions to make sure children and families receive the support they need.

The manager and staff have a thorough understanding of their safeguarding responsibilities, and the arrangements for safeguarding children are good. A member of staff takes on the role of designated person for safeguarding issues, and all staff have a secure knowledge and understanding of how to protect children. Staff are very confident about the procedures to follow in the event of a concern about a child in their care to assure children's welfare and well-being. Children are supervised well at all times. Staff are vigilant, particularly when children use the bathroom, and at arrival and collection times. Records for accidents, medication and children's attendance are maintained effectively. Staff always inform parents about any incidents relating to their child that may occur during the session. These processes further ensure children's safety and well-being.

Staff create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. Every child receives a happy and enjoyable early years' experience that supports them as they move onto their next phase in learning, and school. Parents spoken to at the time of the inspection speak highly about the group and the progress their children make. They comment about the friendly and caring staff team, their children 'adoring pre-school' and 'coming on in leaps and bounds'. Carers spoke about how they are made to feel 'most welcome' and how well the children settle.

Partnerships with parents and carers work well to ensure children's individual needs are met. Parents are invited into pre-school to take part in activities and workshops, such as a 'maths morning'. This helps parents to observe how children learn a range of mathematical skills through play. 'Talk about boxes' can be chosen and taken home by children to share with their parents, such as sharing a story. The manager has developed links with the local children's centre, and other providers in the area, such as nurseries and schools. They successfully work with a range of specialist services in the local authority to make sure children with special educational needs and/or disabilities receive the support they need. This collaborative approach works well for children and their families attending the pre-school.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY400942
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	938815
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Tina Ann Cornford
<b>Date of previous inspection</b>	28/11/2012
<b>Telephone number</b>	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, 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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