

# Middleton Cheney Pre-School Ltd

Methodist Church School Rooms, Queen Street, Middleton Cheney, BANBURY, OX17 2NP

## Inspection date

Previous inspection date

23/01/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

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 manager monitors the educational programmes for the prime and specific areas of learning with full effect. Staff use their extensive knowledge and skills to ensure that every child participates in purposeful play and exploration and is consistently challenged to reach the next stage in their development.
- Staff create a stimulating learning environment. Children are consistently motivated due to staffs' high expectations. The choice of activities and resources is exceptional.
- The partnerships with parents are highly effective. Staff ensure that parents are continually actively involved in their children's learning and development.
- Staff comprehensively identify and successfully minimises potential risks. Their knowledge of the signs of abuse and awareness of their responsibilities to protect children ensures that children in their care are fully safeguarded.
- Children's social and emotional needs are met exceptionally well by staff. This is initially addressed with a well-planned settling-in procedure. Relationships are excellent and this fosters a sense of belonging and ensures that children are confident learners.
- Staff continually support children's language development with full effect. Children speak with confidence and staff encourage them to think and extend their vocabulary because they ask open-ended questions and ensure that children are given time to think about how they want to respond.
- Children's mathematical and literacy development is continually promoted exceptionally well by staff as part of daily routines and activities.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playroom and the outdoor play area.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.  
The inspector looked at a selection of children's assessment records and planning,  
■ evidence of suitability of staff working within the setting, self-evaluation paperwork and a range of other documentation.
- The inspector took account of the views of parents.

## Inspector

Jan Burnet

## Full report

### Information about the setting

Middleton Cheney Pre-School Ltd was registered in 2013 on the Early Years Register and on the compulsory part of the Childcare Register. The pre-school was originally registered in 1983 by a voluntary management committee and there were no changes to staff or the service provided in 2013 when the committee status changed to a private, non-profit making charity. A group of directors oversee the running of the pre-school and this includes the input of parents. It operates from the Methodist Church school rooms in Middleton Cheney, near Banbury. There is an enclosed outdoor play area.

The pre-school operates during term times only, Monday to Thursday from 9am until 4pm, and on Friday from 9am until 12noon. Children attend for a variety of sessions. There are currently 60 children in the early years age group on roll. Children attend from the age of two years. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and/or disabilities.

The pre-school employs 10 members of childcare staff. The manager and one staff member are qualified teachers and the manager also holds Early Years Professional status. There are five staff members who hold early years qualifications at level 3 and two staff members are qualified at level 2. The pre-school holds Pre-school Learning Alliance membership.

### What the setting needs to do to improve further

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

- enhance the superb partnership with parents and fully maximise children's good health by reminding parents of the policy that states there are no facilities to refrigerate their child's lunch and so there is a request for them to ensure that food is able to be kept cool.

### Inspection judgements

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

Staff have an excellent knowledge and understanding of how children develop and learn. They offer exceptional support so that children make the best possible progress. Superior observation and assessment of children leads to planning for learning that is tailored to individual needs and interests. Children are challenged with full effect to ensure that they reach next steps in their learning and staff ensure that children with special educational needs and/or disabilities receive the support that they need. Staff create an exceptionally stimulating learning environment and they continually enthuse and engage children.

Children consistently participate in purposeful play and exploration. Staff support children exceptionally well so that they develop skills in readiness for nursery class and school. Communication with parents is excellent with regard to sharing information to ensure that every child makes as much progress as they can. Partnerships with other early years providers are highly effective in order to ensure consistency of care and learning.

Children move freely between indoor and outdoor play space and enthusiastically choose from an excellent variety of activities and resources that are safe and meet their development needs exceptionally well. Staff consistently offer excellent support and they inspire and motivate children to get involved and learn. Role play themes are planned and provided by staff in accordance with children's different interests. These include a fire station, police station and garage and during each theme, in order to enhance children's interest and learning, staff invite a fire fighter, police officer and mechanic to visit. Staff ensure that planning for role play always includes superb opportunities for children to write, promotes their mathematical development and encourages skills with the use of technology. Currently, children are particularly interested in babies and consequently, the role play area has become a 'baby clinic'. Children have made notices that are displayed in the clinic, they use tape measures to compare the sizes of the baby dolls and can choose to watch DVDs on caring for babies. Staff skilfully promote children's learning because they join in with children's pretend play when they are invited to do so, but also ensure that children are left to lead their own play. Children excitedly compare their own height, using a chart attached to the wall. A child makes a mark on the chart to show a friend's height and then is encouraged to write their name and record the numbers that identify how tall they are. At group time, children are keen to listen to a story about a new baby.

Communication and language development is exceptionally promoted by staff while they talk with children. Staff ensure that any questions asked are open-ended and that children are fully encouraged to think about how they want to respond. Children's physical development is given a high priority, even though the premises do not include an outdoor area that is large enough for climbing and sliding equipment. In order to address this, staff ensure that children gain good control of their bodies as they move to music and practise balancing skills with use of indoor equipment. Staff plan regular times for a slide and climbing frame to be available in the larger of the two playrooms. Manipulative skills are practised daily, with excellent use being made of a full range of safe small tools and toys. Opportunities for children to explore and investigate are superb. Resources, such as, paint, play dough, cutting and sticking are always available. Children excitedly explore shaving foam and talk confidently about what they are discovering. Following superb open questioning from staff, children describe the foam as 'warm', 'white' and 'smells fresh'. They cover their hands with the foam and then giggle as they find out how far they can spread it towards their elbows. They make marks in the foam with their finger tips and talk with staff about the designs they have created. Children play with dough and recall a cooking activity they enjoyed the previous day. They talk about a recipe and staff ask open questions about why they use a recipe when they are cooking. Children identify the ingredients they use to make flapjacks and how they weigh the ingredients to make sure of correct amounts. They are encouraged to identify numerals on the scales and they explore the change as the ingredients are mixed and then the change after cooking.

Children demonstrate their mathematics and literacy skills while they play independently.

They skilfully use scissors to cut out pictures from greetings cards and then create collage pictures using these, glue and glitter. Children then write their own names and some are able to do so without copying their name card. They confidently talk about the sound of the first letter in their name. Children build with large blocks and small bricks. While they build, children concentrate extremely well as they compare sizes. For example, they carefully measure a loose brick against one that is already within a construction. They do this to find out if it will fit in a space alongside and once their decision is made they carefully insert the brick.

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

Children's personal, social and emotional development is promoted excellently by staff. They support children with full effect in the transition from home to the nursery setting, in a manner sensitive to their different needs and those of parents. Children are settled, happy and confident and staff are fully aware of and address their different emotional needs. All children receive excellent care and support. Children's self-esteem is given a high priority and so staff praise and encourage their achievements and positive behaviour. Children behave well and they readily share and take turns, for example, they know that time spent on the computer is limited. Children are well prepared for the next stage of their learning and transitions to other settings and school. Communication with reception class teachers in the school is very good and children visit in the term before they leave the nursery. Teachers from the school visit children in the nursery. Excellent organisation of resources encourages children's independence as they are able to choose and select resources for themselves. Superior practice encourages children to gain an understanding of difference. For example, resources reflect positive images and children learn about different traditions, customs and beliefs.

Staff support children exceptionally well in understanding the importance of a healthy diet and managing their own hygiene and personal needs. Snacks provided by staff are healthy. Parents provide a packed lunch for their child and in order to promote healthy eating staff talk with children about the healthy food in their boxes, which they are asked to eat first. A policy provided for parents asks them to ensure that food in lunch boxes is kept cool in order to protect their child's good health. In order to address this some parents are inserting cool packs, but not all parents are doing so. Children are developing an ability to attend to their self-care needs and they learn how to keep themselves safe. For example, they learn how to protect themselves in an emergency situation because the evacuation procedure is regularly practised. Children's well-being is protected exceptionally well by staff and parents are provided with clear information on staff practice in policies on safety, illness and accidents. Children's physical development is given a very high priority. They are encouraged to be physically active at pre-school and their development is enhanced with trips to the local park and grounds within the school. They enjoy flexible use of the outdoor play environment where activities include sand, small world and construction.

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

**provision**

Staff create a superior welcoming, safe and healthy play environment. They are fully aware of their responsibilities with regard to supervising the children in their care and ensure that children are never left unsupervised with a person who has not been vetted. A comprehensive risk assessment ensures that potential hazards have been identified and thoroughly addressed. Staff are fully aware of their responsibilities to protect children from abuse and neglect. Procedures for recruitment, selection and induction are robust and vetting procedures for staff are comprehensive. Parents are aware of a clear safeguarding procedure and the Northamptonshire Safeguarding Children Board procedures. The provider ensures that all staff members' child protection knowledge is kept up to date.

The provider and staff members use their wealth of experience and superb skills effectively to continually monitor the educational programmes successfully. Consequently, they ensure that children's care and learning needs are robustly addressed. Staff are highly successful in ensuring that all children make as much progress as they can in relation to their starting points. The provider and staff continually review and seek to improve practice to ensure the best possible quality of care and education. A clear and comprehensive self-evaluation form has been submitted to Ofsted. The priority for improvement is to find new premises for the pre-school, that includes an outdoor area that is fully effective as an outdoor learning environment, as well as providing space for a full range of large equipment. Staff seek and welcome the opinions of parents in order to improve practice. Procedures for monitoring, supervision meetings and appraisal are fully embedded. The choice of resources is extensive and toys are chosen for their quality and durability as well as to meet children's needs exceptionally well at their different stages of development. Records, policies and procedures required for safe and efficient management of the provision are well maintained and implemented.

The information obtained from parents on their child's individual care and learning is comprehensive and communication between staff and parents is superior. This ensures that they work exceptionally well together to meet all children's different needs. The provider seeks and welcomes parents' views on the provision through the implementation of a questionnaire. Staff ensure that links with other early years providers are strong in order to ensure a fully cohesive approach to each child's care and learning. Policies and procedures fully support the safe and efficient management of the provision and parents are aware of them.

**The Childcare Register**

The requirements for the compulsory 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	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>	EY469024
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	932643
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Middleton Cheney Pre-School Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07786218884

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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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