

# Myland Pre-School CIC

Myland Parish Halls, Mile End Road, COLCHESTER, CO4 5DY

## Inspection date

Previous inspection date

11/02/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Partnerships with parents are strong and daily discussions ensure that parents are well informed, ensuring that their children make good progress.
- The pre-school provides a welcoming, highly stimulating and well resourced environment with child accessible resources that promote learning.
- Children's personal and social development is good. They behave well and interact positively with one another.
- Children have a good self-esteem and self-confidence, as they are continuously praised and encouraged. They form secure emotional attachments because of the sensitive support they receive from the staff.

### It is not yet outstanding because

- Children whose home language is not English are not always provided with appropriate opportunities to use home language in play.

## 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 playroom and the outdoor learning environment.
- The inspector looked at activity planning, records of children's learning and a selection of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation and held a meeting with the manager.

## Inspector

Amanda Popplewell

## Full report

### Information about the setting

The Myland Pre-School was registered in 2013 and is on the Early Years Register. It is situated in a church hall in the Colchester area of Essex and is managed by a Community Interest Company. The pre-school serves the local area and is accessible to all children. It operates from one large hall and a smaller room within the building and there is an enclosed area available for outdoor play.

The pre-school operates Monday to Friday, term time only. Sessions are from 9am until 12 noon, lunch club is from 12 noon to 12.30pm and the afternoon session is from 12.30pm to 3.30pm. Children attend for a variety of sessions. The pre-school provides funded early education for three- and four-year-old children. There are currently 62 children attending who are in the early years age group.

The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above. It supports a small number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- ensure that all children whose home language is not English are provided with opportunities to use their home language in play, to support their general language development.

## Inspection judgements

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

Staff have a good understanding of how children learn and provide them with effective opportunities to guide their own play and learning. Planning is devised weekly, based on a range of resources that the children and staff have chosen. Key persons observe the achievements of children in their key groups and make written notes to be transferred into the children's learning journey records. Parents are encouraged to view their children's learning journey each half term. Children's art work is displayed in their learning journeys or taken home and resources are labelled using signs and symbols. However, children whose home language is not English are not always provided with appropriate opportunities to celebrate their home language.

The range of resources and equipment available enables children to participate in a wide

range of experiences. For example, they explore numbers, colours and counting, when they join in with a dice game. They are provided to make marks and develop hand writing skills, by freely accessing the painting, writing and drawing resources. Staff encourage children to write their own names on creative work, which results in some children being able to identify the sound represented by some letters and write recognisable letters. Staff promote language and communication to extend children's vocabulary, as they chat about what they are buying and how they are going to pay for it, during play in the role play area. The play then extends to travel and holidays. The pre-school's special educational needs coordinator monitors children's achievements to assess their needs and works with parents and staff to ensure that they support all children to reach their full potential.

Daily routines are used to support children's independence, health and safety. Music is played to support tidying the toys from the floor at the end of the session. Children are developing good skills for the future and are acquiring skills, attitudes and dispositions they need ready for school. They develop a sense of themselves as individuals, wanting to do things independently, such as removing their coat and hat after playing outside. Children have good relationships with staff and staff inform the parents through meetings. Parents and grandparents are welcomed into the pre-school to spend time with their children and grandchildren. Children have a sense of community by going on outings to post letters that they have written at the post box. Parents speak very highly of the pre-school, commenting that their children are happy to attend and that they feel staff are friendly and approachable.

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

Children are happy and enthusiastic when entering the pre-school. They separate easily from their parents and quickly settle to play with small world equipment. The key person system establishes positive relationships between staff, parents and children. Parents explain that they know their child's key person and have regular meetings with them and are confident in the relationships their children are making. Children who are new to the pre-school are provided with time to settle in, tailored to their needs.

Children are happy and settled and they learn and develop in a bright stimulating environment. The pre-school is well resourced. For example, the role play is set up as a shop, with baskets, tills and differing foods that children can select. They independently make choices about the resources they would like to access. Children's behaviour is good because staff have consistent boundaries in place. These are discussed during registration, to help children know what is expected of them, along with a visual timetable of the session. Timers are used in the outdoor area to monitor taking turns on the trikes and also time spent on the computer. Staff value and praise the children's good behaviour, promoting their self-esteem. Children enjoy books together and join in with role play and this develops secure friendships with each other.

Conversation flows freely as children chat to each other and with adults to discuss what they are doing, express their individual needs and make choices. Children know the daily

routine, which gives them a sense of belonging and helps them to feel safe and secure. Children are encouraged to make choices and make dens, caves out of bricks, creatures out of playdough, mark make and read stories. Staff follow children's interests, for example, by transforming the role play from a vets to a hairdressers, as a child showed interest in scissors and cutting. Staff happily demonstrate how children can achieve a goal. For example, when a child is playing with a rocket and cannot open the door, a staff member supports the child by showing her how to open it. Staff reinforce the new learning by supplying books and figures to add to play with the rocket. The child eagerly follows her lead and succeeds in opening and closing the rocket doors. Outside children have opportunities to dig, follow their senses with a herb garden and plant bulbs. Staff are vigilant in maintaining the children's safety. They supervise children appropriately at all times, while inside and outside.

Good hygiene practices are promoted as children wash their hands before snack and after outdoor play and messy play. They manage this well with and without adult support. Outdoors children enjoy the fresh air regardless of the weather, as they balance and jump through hoops and blocks, catch balls, dig in the sand tray and ride on the wheeled toys. They move safely indoors and out. Children learn to recognise their names on cards and present their card before helping themselves to snack. This varies daily and may include fresh fruit, yoghurts and gingerbread men. Children have the opportunity to pour their own water or milk and support is available from a staff member if required. Children bring their own packed lunch, which is served appropriately. Specific dietary requirements are respected and met. Children's transitions in life are well managed by staff preparing them for school.

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

Staff have a good understanding of the welfare requirements of the Statutory framework for the Early Years Foundation Stage. They are competent in their roles and responsibilities and have a good understanding of the safeguarding procedures. Staff are clear about their procedures for dealing with suspected abuse and there are rigorous induction programmes to ensure that all staff appointed are safe and suitable for their role. Children participate in regular emergency evacuation procedures. A written risk assessment is in place and the staff complete daily visual checks on the premises, toys and equipment. This helps to maintain the safety and security of children at all times.

Children make good progress during the time they spend at the pre-school. This is because staff are enthusiastic, well qualified and dedicated to the provision of high quality care. There is evidence through observations of children at play and from information included in their individual learning journey that children benefit from good opportunities to learn and develop essential skills, through knowledge gained by their key person. Therefore, they make good progress in relation to their starting points. Parents are actively involved in their child's learning, information is shared half termly to identify areas for future development. Information is also shared through a noticeboard and newsletters. Parents comment positively about the pre-school, particularly about the caring

environment. Staff have also developed positive working relationships with agencies involved in the children's care, which contributes to meeting children's individual needs and therefore gaps in achievement are closing. The self-evaluation process is beginning to identify the strengths and areas for developments, weekly meetings are arranged along with appraisals, peer assessments and parent questionnaires. The manager is supported well by a committed staff team.

## 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>	EY462427
<b>Local authority</b>	Essex
<b>Inspection number</b>	934180
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Myland Pre-School CIC
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07952 548 335

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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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