

Maryfield Pre-School 2

Mottingham Community Centre, Kimmeridge Road, Mottingham, London, SE9 4EB

Inspection date

Previous inspection date

13/03/2014

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

- The care of children with special educational needs and/or disabilities is a key strength and their individual needs are met well.
- Children enjoy strong relationships with staff. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.
- Staff support children's learning well. Therefore, children are making good progress from their starting points.
- Leadership and management of the setting is good. Consistent practices are in place to monitor practice and ensure that children are able to progress well.

It is not yet outstanding because

- Children who learn English as an additional language are not yet fully supported as staff do not always obtain key words to support their learning further.
- The teaching of letter sounds is inconsistent among staff and children are not fully prompted to write their own names their work to further develop their literacy skills.

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 play rooms and the outdoor play areas.
- The inspector spoke with the provider, manager and staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents and children's records.
- The inspector observed safeguarding practices and looked at the settings safeguarding policies and procedures.

Inspector

Rebecca Hurst

Full report

Information about the setting

Maryfield Pre-School No. 2 is one of two privately owned and managed settings. It opened in 2004 and re-registered in 2013. It operates from Kimmeridge Road Community Centre. It is located in the Mottingham area, in the London Borough of Bromley. The building is shared with other users. However, one large hall is available exclusively for children while the pre-school is operating, with direct access to an outside play area.

The pre-school operates two daily sessions, Monday to Friday from 9am to 3pm, sessions are split 9am-12pm and 1pm-3pm during term times only. The setting also has a lunch club children can attend. It has a sister pre-school, also called Maryfield, which is located within the London Borough of Greenwich.

The pre-school is registered on the Early Years Register. The pre-school currently supports children who have special educational needs and/or disabilities and those who are learning English as an additional language. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are currently 60 children on roll in the early year's age range. There is a team of 10 staff working with the children over the course of the week. Of these, one holds Qualified Teacher Status, one has an Early Years Masters Degree and five are qualified to level 3 and above.

What the setting needs to do to improve further

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

- promote further children's language development by obtaining key words in children's home languages to support them learning English
- strengthen daily opportunities for children to develop their literacy and pre-writing skills, for example by allowing children to practise writing their names on their work and by staff being consistent in how they sound out letters for the children to write.

Inspection judgements

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

The quality of teaching is good; as a result children are progressing well towards the early learning goals. Planning is effective in progressing children in all areas of their learning and development. Staff use the children's next steps in learning, their interests and views from the parents to plan effectively. Staff track children's progress using appropriate guidance for support. This is used successfully to identify whether children require support with their learning and development. Detailed progress reports and the required progress

checks for two-year-old children are all shared with the parents so they can see the progress their children have made.

Staff work closely with other agencies caring for the children. They work together with the parents to complete individual education plans. These are then used to inform planning. Given the children's starting points they are making good progress and are gaining the skills they will need for their future learning.

Staff effectively use singing, explanation and praise to help develop children's communication and language skills. However, there are inconsistencies in teaching the children the sounds of letters. Staff all use different methods to teach the children which can lead to confusion amongst the children. Staff promote equality and diversity through different festivals and celebrations. Staff also work with the parents to find out about the languages they speak, although they currently do not consistently obtain key words to help to promote further children's developing language skills.

Children of all ages enjoy reading books and readily choose their favourites to read with the staff. Staff ask children useful questions about what is happening in the books. This allows them to think about the answers and older children use descriptive words to describe the story line. This further promotes children's language development.

Children of all ages thoroughly enjoy creative activities. Staff adapt each activity to the children's interests. More and less able children are all able to learn through the activities due to the good quality support from the staff. Children learn how to use scissors safely and to cut around different shapes to make a collage. Staff praise the children well for their handling of the scissors. There are inconsistencies in staff teaching and promoting the children to write their names on their work. As a result, some children learn to write them well and others do not.

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

Staff use resources well to promote all areas of learning. The resources are all stored so that children can freely choose what they want to use in the hall, to further enhance their learning and development. This also helps to promote children's independence skills.

All staff are consistent in their approach to behaviour management and deal with children's behaviour well. They take time to talk to children about the importance of sharing and working together. Staff work well with both parents and outside agencies to support children's behaviour and to put strategies in place to progress their learning and development. Staff and parents work well together to work on physical handling policies and procedures to support the staff in their management of children's negative behaviour. Given the children's ages and stages of development they behave well.

Snack times are social occasions where children sit and talk about play and what they have been doing at home, with the staff. Children learn how to pour their own drinks and learn how to control the drinks through the good use of equipment to hold the cups. Children

learn about colours through looking at the different colours the fruit are. Children take turns to pass the snack around this promotes well their personal, social and emotional development.

An effective key person system is in place which enables children's individual needs to be met. Staff work with the parents and children to settle them into the pre-school. They look at the children's interests and use these to settle them in. This provides continuity of care of the children. Staff support the children's independence skills for example, when putting on their cardigans to play in the garden.

Children learn about keeping safe through the staff's effective support. For example, they teach them about tripping hazards and make sure children walk when they are in the main hall. Regular risk assessments also take place to support the children's safety in and out of the pre-school. Children also participate in regular fire drills. This helps children to understand what to do in an event of an emergency. Staff teach the children not to play near the fire exits and keep these clear to make sure in an event of an emergency they can leave the setting quickly and safely.

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

The inspection took place following a notification made by the provider about an allegation against a member of staff. This was in regard to how she was talking loudly and managing children's behaviour. The provider has fully investigated this and notified the relevant authorities. This demonstrates that the provider is compliant with the requirement to notifying Ofsted of significant events. The provider and the manager are fully aware of how to meet the safeguarding, welfare and the learning and development requirements. Safeguarding is a key strength in the setting. Staff have a secure knowledge of the safeguarding and child protection arrangements. Staff know the settings safeguarding policies and procedures well and are proactive in following them well. Staff work with the parents to complete physical handling policies and procedures for the staff to manage the children's behaviour. Staff follow these procedures well to make sure the children are kept safe. The provider has also booked staff onto additional training to further support their management of difficult and challenging behaviour. Staff employed by the provider follow the whistle-blowing policies and procedures well and fully aware of what they need to do if they have a concern with a member of staff. This further enhances the well being of the children. The provider has also worked on previously set notices to improve at a previous visit made by Ofsted. This inspection found they were complying with all these requirements. This shows a positive impact on the well-being of the children and that the management team are committed to driving continual improvements.

Detailed risk assessments are in place to enable children to play in a safe learning environment. Fire exits are kept clear. Alarms are on the doors so they sound if they have been opened accidentally. This alerts the staff to anyone opening the door so they can check what has happened and keep children safe. Robust recruitment procedures are in place to check the suitability of staff working with the children. All staff are appropriately

vetted and the relevant details are recorded and logged to show when checks were carried out. As a result children are cared for by suitable staff.

Staff now have regular appraisals and supervisions. This allows the manager and the provider to keep track of staff development and to promote their training needs. Staff attend regular training to enhance practice and promote children's learning and welfare. Staff are effectively deployed around the pre-school to maintain ratios and to keep children safe. Staff evaluate the planning to make sure it meets the learning and development needs of the children that attend. All staff are fully involved in all aspects of the evaluation to bring about the best possible outcomes for children.

Staff plan and provide a good range of experiences for children in all areas of learning and they monitor their progress well. As a result, children make good progress. The provider's self-evaluation process is good. The manager works with staff and the local authority early years team to work through development and action plans to bring about the positive outcomes for children. Staff involve the parents by gathering their views on the service they provide. Their views are then fed into the plans to look at what changes can be made to the service that is being provided. They also assess the activities to make sure they are meeting the children's individual needs. The provider is currently working on changing one of the outside areas to make it into an enclosed play area to further enhance the safety and well being of the children. Staff use the children's participation in activities to gauge their interests and what needs adapting to further meet their individual needs. Staff are responsive to the users of the service that they provide.

Staff work closely with the parents and they regularly share information with them about the progress their children are making. Staff provide daily feedback and work with them if they have any concerns about their children's development. Staff also work closely with other agencies that are involved in the children's care. This provides continuity of care and learning for the children, including those with special educational needs.

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

Unique reference number	EY473557
Local authority	Bromley
Inspection number	960103
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	60
Name of provider	Dawn Brewer
Date of previous inspection	not applicable
Telephone number	02088576224

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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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