

Market Rasen Pre-School

Market Rasen Childrens Centre, Kilnwell Road, MARKET RASEN, Lincolnshire, LN8 3BJ

Inspection date

09/05/2014

Previous inspection date

09/06/2009

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 quality of teaching is consistently good because staff have a secure knowledge and understanding of how to promote the learning and development of young children. Consequently, children are making good progress.
- Children are cared for in a safe environment. All areas and equipment used by the children are risk assessed regularly to ensure action is taken, when needed, to keep them safe. The management and staff understand their role and responsibilities in relation to safeguarding and child protection.
- The pre-school shows excellent strategies to engage parents in their child's learning in the setting and at home. This shared approach contributes considerably to the progress the children make.
- The pre-school is led and managed effectively. The manager monitors educational programmes and children's progress well, and ensures staff are supported in their professional development.

It is not yet outstanding because

- Children's play is interrupted to have snack and group time. As a result, they are not given adequate time to pursue their learning or return to their previous activities to complete them to their satisfaction.
- There is scope for staff to more effectively promote parents' knowledge of the benefits of providing key words in the child's home language.

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 pre-school and outside.
- The inspector conducted a joint observation with the owner.
- The inspector held discussions with the owner of the pre-school, the manager, children and the room staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the pre-school's self-evaluation and development plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Sharon Alleary

Full report

Information about the setting

Market Rasen Pre-School was registered in 2003 and is on the Early Years Register. It is situated in Market Rasen Children's Centre in Lincolnshire, and is privately run. The pre-school serves the local area and is accessible to all children. It operates from one base room and there is an enclosed area available for outdoor play. The pre-school employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, five hold level 3 and one holds level 2. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 42 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports 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:

- help parents to fully understand the importance of providing key words in the child's home language, to enable staff to show children how to pronounce or use these words by responding and repeating them in English
- review the routine to ensure children's play is not interrupted, enabling them to pursue and revisit activities to complete them to their satisfaction.

Inspection judgements

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

Teaching is good in the pre-school. The manager and staff have natural teaching skills, they recognise that children learn through play and that they may have different learning styles. Information gained from parents, together with their own initial observations and assessments, provides staff with a clear baseline for children's learning. Special books include observations of each child's learning and progress which are undertaken by their key person. Staff use the information well to identify the next steps in each child's learning and plan a variety of activities and play opportunities to meet those needs. Tracking and monitoring is effective in highlighting children's progress and enables staff to identify where children need the encouragement to take the next steps in their learning. Staff work together with parents to complete their child's progress check at age two, to be shared with other health professionals as they wish. This focuses on the prime areas of learning and development. There is a good balance between adult-guided experiences and child-initiated play. However, children's play is interrupted as they tidy up the toys they have been playing with in readiness for key group time and snack time. As a result, some

children are frustrated and are not given sufficient time to pursue their learning without interruption, return to or complete activities to their satisfaction. Children's communication and language abilities are developing well. This is because staff engage in a wide range of conversations with children and use appropriate questions to support them to develop their vocabulary.

Resources, such as, paint, play dough, crayons, chalks and cutting and sticking activities, are always available. For example, children use tools to make patterns in play dough and they are fascinated with the different patterns made by the shape moulds. Children have daily opportunities to develop their physical skills including using large apparatus, such as climbing equipment. Children excitedly put on all-in-one wetsuits and jump in the puddles and catch the rain in their buckets. Children thoroughly enjoy the outdoor area and their learning and development is promoted well as children can move freely between the indoor and outdoor environments. Children practise their literacy skills as they write their names on the ground with chalk and form recognisable letters, preparing them for when they go to school. Children sit attentively and listen to interactive group stories. Staff use books and stories effectively to engage children in language and to extend their imagination and understanding. This helps children to learn that print carries meaning and encourages an interest in reading. Mathematics is incorporated into everyday events. For example, children engage in a singing session. They sing a counting song about monkeys, checking how many are left when they 'bump their heads'. This supports early calculating skills. Trips and outings to the library and local shops enable children to experience the local community. Children play and explore independently as they sit in the role play hairdressers, and they persuade a member of staff to act as the model. She endures hair brushing and styling to support their imagination based on first-hand experiences. Children are supported very well through routines and activities which encourage their developing skills in readiness for school. Consequently, children make good progress in their learning.

Children with special educational needs and/or disabilities are supported well, as staff work closely with parents and other professionals, such as a paediatrician and an educational psychologist. Children who speak English as an additional language are confident and settle well in the pre-school because they are mainly supported. For example, staff consistently use gestures to communicate with all children. However, there is scope for staff to explain to parents the benefits of providing key words in their child's home language to build on this even further, to extend children's spoken English skills in meaningful ways. Parents are invited to attend regular 'play and share' weeks to see and discuss what children learn from their activities. Parents may speak to staff at any time if they have concerns or comments. Parents are kept well informed of their children's progress and next steps through termly summaries. Their input is used to inform planning for individual children's needs and interests. Parents are very clearly involved in their children's learning in a wide range of ways. For example, they receive ideas about activities they can carry out at home with their child. Parents' contributions about children's learning at home are added to the pre-school parent partnership board. As a consequence, parents are actively encouraged to contribute to their child's learning overall.

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

Staff are friendly and create a welcoming, homely environment in which children feel safe, secure and happy. Staff know the children and their families well, and as a result, they form meaningful relationships and strong emotional attachments. For example, children are keen to give staff a hug as they leave at the end of a session. Staff take time to find out about each child's individual needs, background and culture. This approach ensures the transition from home to pre-school is smooth. Most children settle quickly, but those who need more support to leave their parents are comforted by staff with cuddles and popular play things to help them settle. Children's work is attractively displayed, which successfully supports their sense of belonging. Staff are firm but fair with their expectations for children's behaviour. For example, they give clear explanations when children are potentially hurting their friends, so they understand the reasons as to why they should use 'kind hands'. The children play harmoniously together, cooperating and taking turns.

Staff help children learn about the importance of good hygiene routines, such as washing their hands before eating and after going to the toilet. Staff sensitively support children in toileting and changing nappies, following a safe and hygienic procedure. Staff effectively promote children's independence. For example, children pour their own drinks, help themselves to their snack and independently use the toilet. All children bring a packed lunch to the pre-school. The management strive to maintain a healthy eating ethos by offering lunchbox tips to parents. Children's lunchboxes are monitored by staff, who gently guide children to make healthy choices initially from the contents. For instance, sandwiches and fruit first. Staff encourage children to play outdoors everyday in all weathers. This gives children a positive attitude towards outdoor play and enables them to follow their own preferences in learning in the fresh air. Children learn about keeping themselves and each other safe as they play. All children regularly participate in emergency evacuation drills. This helps them understand what to do should they need to leave the pre-school quickly. Visitors are required to sign in and identification is checked.

Staff create an environment which enables children to explore and initiate their own play and ideas. For instance, open-ended packing boxes that children quickly turn into train carriages. Resources are stored at low level, which enables children to make an informed choice with regard to their play, developing their confidence and independence. Staff make use of clear labels and visual images in the environment to help children identify their individual trays and resources. Following a recently attended course, staff have removed all tables from the indoor environment and children explore and investigate from the floor. Staff declare this has had a positive impact on children's independence, especially those under three years of age. Trips and outings to the local town enable children to wholeheartedly experience the neighbourhood. As the pre-school is based next to a school site, this provides some good opportunities for children to become used to the school environment. This eases the transition process for children when they move on to school. Reception teachers from all feeder schools are invited into the pre-school. This provides opportunities for children to become familiar with their new teaching staff and school environment, supporting a seamless transition when they move to different settings.

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

Leadership and management is good. The manager has an effective understanding of her roles and responsibilities regarding the Early Years Foundation Stage. Safeguarding arrangements are well established and all staff are expected to complete safeguarding training as part of their ongoing professional development. Staff demonstrate confidence as they clearly describe the procedures they need to follow if they have child protection concerns. The pre-school has an appropriate safeguarding policy in place, which includes the procedure to be followed if an allegation is made against a member of staff and the use of mobile phones and cameras where children are present. Safeguarding information is displayed prominently in the host children's centre, which ensures parents are fully informed about the role of the setting with regard to protecting children. The manager has a very good overview of the educational programmes. The whole group tracking system in place enables the management to identify any specific groups of children that may not be making expected progress. This means they can improve learning outcomes for all children.

The pre-school ensures that all staff have a Disclosure and Barring Service check. Good recruitment procedures are in place, and a thorough induction process for new staff. Staff benefit from annual appraisals and regular and effective supervision. This enables managers to clearly identify the training needs and interests of the staff team. Staff are committed to developing their practice and have recently attended training specifically aimed at strategies to develop their expertise in extending boys' learning through purposeful play. Also, staff recently took part in training to support two-year-olds' learning, playing and interacting. As a result, those two-year-olds who receive funding are fully encouraged to make good progress. There are a detailed range of regularly reviewed policies and procedures to ensure children's welfare and safety. The pre-school implements clear risk assessments, which ensures a child-friendly and safe environment for children to play in and explore with confidence. Staff assess all areas on a daily basis and remain constantly vigilant to potential hazards.

The owner, manager and staff are reflective of their practice and environment. Regular meetings provide opportunities for everyone to contribute ideas and thoughts to the decision-making process. Parents and children are also consulted about the pre-school and contribute to the self-evaluation of the setting. This demonstrates a good capacity of continual improvement and development. For example, the management are keen to develop some recently acquired land and introduce the forest school ethos. Partnership with parents is good because the pre-school understands the importance and benefits of working together. Daily discussions and an open-door policy contribute to the good working relationships between staff and parents and to meeting the needs of children. On occasions, the manager offers a home visit to support families who may need comfort and reassurance about their child's needs. This effectively ensures children's individual needs are met. Parents offer positive feedback and are delighted in the way their children have settled in the pre-school. Partnerships with other professionals are strong. The pre-school works with supporting professionals for children who have special educational needs

and/or disabilities. This ensures continuity and a shared understanding of the child's 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	EY272440
Local authority	Lincolnshire
Inspection number	872753
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	42
Name of provider	Sally Jacklin
Date of previous inspection	09/06/2009
Telephone number	01673 844484

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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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