

Maryfield Pre-School 1

73 Leysdown Road, London, SE9 4UB

Inspection date

Previous inspection date

14/05/2014

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

- Staff skilfully support children's developing language as they play and communicate. They use good open-ended questions, encouraging children to think about their answers.
- Staff provide a good range of interesting and stimulating resources. They encourage children's decision-making skills by enabling children to independently access resources.
- Partnership with parents is good. This ensures children are given good levels of support to meet their individual needs.

It is not yet outstanding because

- There is scope to further improve the current system for assessing children's progress by providing more clear and defined next steps for learning and development.

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 children during play and daily routines.
- The inspector viewed documentation and policies.
- The inspector held discussions with the registered provider, and manager.
- The inspection held discussions with parents.
- The inspector carried out a joint observation with the manager.

Inspector

Joanne McBride

Full report

Information about the setting

Maryfield Pre-school is one of two privately owned and managed settings. It registered in 1987 and re-registered in 2013. It operates from one room within a church hall near Mottingham, in the Royal London Borough of Greenwich. The pre-school is open each weekday from 9am to 3pm, during term times only. All children share access to an outdoor play area. The pre-school has a sister pre-school, also called Maryfield, which is located within Bromley. The pre-school receives free funding for early education for children aged two, three and four years old. The pre-school currently supports a number of children who speak English as an additional language and those that have special educational needs and/or disabilities. The pre-school employs nine members of staff. The majority of staff, including the manager, hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop a more effective system for assessing children's progress, which clearly identifies activities to support their next stage of learning and development.

Inspection judgements

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

Throughout the pre-school, the quality of the educational programme is good. Staff provide children with stimulating, well-organised and challenging resources to promote their learning and development. Children are able to access a wide range of resources independently. This promotes children's choice and decision-making skills.

Staff effectively ask good-quality questions to promote children's communication and language development and introduce new vocabulary during play activities. For example, during a puzzle activity, staff and children discuss different shapes, colours and size.

Children form positive relationships with each other and join in with imaginative play together. For example, during a game of cars, the children discuss how to build their own truck with blocks. They extend their critical thinking skills by discussing how many wheels the truck needs and where to put the wheels.

Staff effectively support children with English as an additional language. For example, while exploring play dough, staff speak to children in both English and their home language. This enables children to feel fully included in the pre-school and supports children to understand and respect different languages other than English.

Staff work well with parents to meet the individual needs of children when they start pre-school. Parents state they are happy with the care, learning and development support their children receive. When children start pre-school, parents are encouraged to provide information about children's individual abilities and interests to enable staff to identify their starting points. Staff regularly observe children to monitor their progress and plan to support the next stage of learning and development. However, there is scope to further improve the current system for assessing progress, by providing more clear and defined next steps in their learning.

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

Staff provide good support for children's personal, social and emotional needs. The pre-school is warm and welcoming to both children and families. This helps children to feel safe and secure. Staff greet all children individually and speak to all parents at the start and end of each session.

Children enjoy daily free-flow activities. Staff provide children with opportunities to explore a range of natural resources. For example, children play with shells, pine cones and leaves. Children have planted sunflower seeds in pots; they water the plants each day and watch them grow. Children's physical development is well supported as they enjoy a range of wheeled toys including bikes, scooters and a balance bike. Children demonstrate good control and coordination as they walk along balance beams.

Children are gaining an understanding of the importance of a healthy lifestyle. For example, during snack time, children are offered a choice of raisins, bananas, milk and water. They are encouraged to pour their own drinks. Care routines are effective and children learn about good hygiene routines. Before snack time, children wash and dry their hands. Toilets are easily accessible and this allows children to develop their own personal care needs.

A good key person system is in place to meet the individual needs of all children. For example, children learning English as an additional language are given a key person who speaks the same home language. This helps children to form secure attachments with staff. Parents are welcomed into pre-school to discuss their child's learning and development and have open access to their profiles. Parents are invited to attend parent's evenings. They are given pre-school policies and procedures when their children start. Policies and procedures are kept in the entrance hall for parents to access at all times.

Staff are good role models and know how to sensitively intervene in order to support disputes between children. They provide children with clear guidelines about acceptable behaviour. For example, during a game, the children argue over a toy; staff sit down with them and talk about being kind to each other and sharing toys.

Staff prepare children well for their transition to school. They liaise with parents and staff at local schools to support children's individual needs. Reception teachers are invited into nursery to meet the children. Staff provide older children with activities to develop

learning skills for school. For example, staff and children read together on a one-to-one basis using phonics to identify letters. Staff extend the activity by introducing reading books, which children take home.

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

The manager and staff team have a thorough understanding of the welfare, learning and development requirements of the Early Years Foundation Stage and know how to promote them. This means children are cared for consistently and progressing well towards the early learning goals. Good teamwork ensures the pre-school works well. Staff listen to children's needs and have good relationships with the parents. Parents are enthusiastic about the pre-school, confirm they receive good information about their children's progress and they all know their children's key person.

Staff recognise the importance of working in partnership with other professionals. For example, before children start primary school, staff encourage local schools to visit pre-school to share information, which promotes good continuity in children's learning and care.

The manager monitors staff performance through regular supervision and appraisals. This effectively enables the ongoing professional development of staff. There is a thorough recruitment process in place and all staff have checks in place that demonstrate their suitability to work with children.

The manager and staff work well together as a team creating a friendly and welcoming environment. There is a strong self-evaluation system in place, which results in a clear understanding of the strengths of the pre-school. The pre-school uses self-evaluation to identify and maintain continuous improvement.

The manager and staff follow good safeguarding procedures to protect children's well-being and meet safeguarding and welfare requirements. Staff attend training courses to increase their understanding of safeguarding procedures. Information about safeguarding children and referral procedures are available for parents and staff.

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	EY473568
Local authority	Greenwich
Inspection number	948369
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	60
Name of provider	Dawn Brewer
Date of previous inspection	not applicable
Telephone number	02088514874

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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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