

# Mytchett Pre-School

The Mytchett Centre, 140 Mytchett Road, Mytchett, Camberley, Surrey, GU16 6AA

## Inspection date

18/06/2014

Previous inspection date

26/06/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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

- Children thoroughly enjoy their time spent at the pre-school. This is because staff are enthusiastic, good role models and support the children to settle quickly.
- Staff help children to learn new skills and are always looking for new innovative ideas that will capture children's interests and enthusiasm.
- Children enter the pre-school happily and leave their parents easily. They eagerly approach the toys and activities and engage in play quickly.
- Parents report that their children are very happy and well equipped with the skills they will need when they start school.

### It is not yet outstanding because

- There is scope to strengthen the partnership with parents, in order to share important information about children's learning and development and use this to plan next steps in their learning.
- There are few opportunities for children to be independent at snack time.

## 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 voluntary and compulsory parts 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 inside and outside play areas.
- The inspector invited the manager to carry out a joint observation.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection and from documentation.

## Inspector

Hazel Farrant

## Full report

### Information about the setting

Mytchett Pre-School was registered in 1987. It is a privately owned provision and operates from a large room in the Mytchett Community Centre in Mytchett, Surrey. The group is able to access the main community hall for physical play and children also have opportunities to play outside on the community field. Suitable toilet and kitchen facilities are available. The pre-school serves the needs of families in the area and the local community. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for children from two years to under eight years. There are currently 27 children aged from two to five years on roll. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. The pre-school welcomes children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school is open term-time only and operates Monday to Friday from 9.15 am to 12 midday. Children attend for a variety of sessions. The provider has a foundation degree and works with six part-time staff. One holds a Level 5 early years qualification and all other staff hold a recognised early years qualification. The pre-school receives support from their local authority early years advisor and is a member of a national preschool organisation.

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

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

- promote opportunities to share regular two-way observations about children's learning with parents, and use this shared communication to plan next steps in children's development
- enhance children's ability to be fully independent during snack time, for example, by enabling them to prepare their own snacks and pour their own drinks.

### Inspection judgements

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

Children thoroughly enjoy their time spent at the pre-school. This is because staff are enthusiastic, good role models and support the children to settle quickly. Short-term planning is generic, however, it is adapted and changed to ensure that activities target each individual child's next steps in their learning. All areas of the educational programme are covered through a range of adult-led and child-initiated activities and experiences. For example, staff know that children thoroughly enjoy practising their writing skills. Staff build on this interest and introduce a range of activities for children to write for a purpose. Children write their own menus for the caf and shopping lists for the food they plan to

take out on their picnic during role play activities. The indoor and outdoor environments contain resources which are appropriate, well maintained and all children are able to access independently. Resources are clearly labelled and the environment is rich in print to promote early reading skills further. This enables children to follow their own interests and to develop their creativity and critical thinking. For example, children enjoy making pictures using a range of stickers. They think about what they will need to create a picture of a face, one child chooses to use a carrot for the nose, saying 'look I now have a nose'. Other children join in the fun, one child places a sticker of a red pair of lips on his own lips and giggles as the other children notice what he has done.

The quality of teaching is good. Staff are skilled and have a good understanding of how to promote the learning and development of young children. As a result, children make good progress in their learning. Staff help children to learn new skills and are always looking for new innovative ideas that will capture children's interests and enthusiasm. For example, children go out on outings to visit nearby places of interest. Recently children have visited the canal centre where they were encouraged to read the numbers on the boats and then write them down. Staff use effective, open-ended questioning which encourages children to develop good communication and language development. They sit with children during activities, repeating and reinforcing children's comments and extending their learning. For example, they ask questions, such as 'what letter comes next'? Many children are able to write their own name, some completely unaided. This promotes children's personal, social and emotional development as well as building effective communication skills.

Staff have high expectations of all children and they complete good quality assessments that include the progress check for children who are aged two. Each child has a learning journal, containing observations, examples of their art work and evidence of their learning on a development tracker sheet. Parents are aware that they can access their child's developmental files. Information is shared with them about what their child has enjoyed on a daily basis. Parents receive regular newsletters and are invited to discuss their child's learning and development with their key person. However, there is scope to strengthen this further to ensure that all parents are made aware of how to support their child's learning at home and ideas about how to move the child forward in their learning are shared.

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

Children enter the pre-school happily and leave their parents easily. They eagerly approach the toys and activities and engage in play quickly. There is a good range of quality toys and equipment, which is easily accessible and available for them to choose from. Effective hygiene procedures promote children's good health. Children learn about the importance of washing their hands after using the toilet and before touching or eating food. They sit socially at low tables during snack time where they learn about what foods are healthy. However, staff do not use this time effectively to help children to learn skills of independence. For example, children do not help to prepare snacks and they have limited opportunities to practise pouring their own drinks. Children show great enthusiasm as they practise for their sports day. For example, they have lots of fun as they run, walk

with bean bags balanced on their heads as well as taking part in an 'egg and spoon' race. Children take turns well and support one another by cheering each other on. This helps their physical development and their social skills.

Children's behaviour is good and the staff are firm but fair, when managing this. Therefore, children begin to show that they understand the boundaries and safety rules when given reminders, such as why they should not run indoors. They receive lots of positive meaningful praise from staff, such as when they help to tidy the toys away. Children say 'please' and 'thank you' and give staff 'high fives' when they do something good. This shows that they are developing good manners, which helps to develop their personal, social and emotional development very well. During carpet time, children read the pre-school 'rules' along with staff, which reinforces positive behaviour. Children learn about other people through a range of resources and planned activities as well as taking part in outings within the local community.

The key person system is well organised and all the staff know the children really well. Therefore, children have good relationships with all staff and are emotionally secure. Parents share what they know about their children's needs and interests when they start. This ensures that staff have all the knowledge and information they need to help children settle quickly and provide activities that interest them. Children with English as an additional language are effectively supported as staff find out all they can about children's abilities in speaking English. Staff complete courses and work successfully with the local authority where necessary. This ensures that they have the necessary knowledge to support children. Consequently, children cope well with the move from home to pre-school.

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

The manager is also the owner of the pre-school. She demonstrates a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She fully understands her responsibilities for safeguarding and all staff have completed recent child protection training. A range of policies and procedures are in place to support staff and keep parents informed about the provision. Staff read these as part of their induction to ensure consistency of practice. Safeguarding practices are discussed on an on-going basis and are always included in planning meetings which take part every half term. The premises are secure and staff check identification and escort any visitors into the playgroup. Children are supervised well, staff are deployed effectively, and daily checks of the premises and outdoor areas reduce the chance of accidents occurring. Outings are fully risk assessed so that children are further protected from potential hazards. Robust recruitment procedures ensure all staff are thoroughly checked with regard to their suitability and qualifications in order to keep children safe. Staff are also aware that they must inform the manager immediately if there are any changes which may affect their suitability of working with children.

The manager has a good understanding of the learning and development requirements of

the Early Years Foundation Stage and closely monitors the activities to ensure all areas of learning are covered. She has a clear presence in the group as she works with the staff and children at every session. The manager is an enthusiastic practitioner and acts as a good role model for staff. This means that they provide a warm, welcoming atmosphere to promote children's individual needs well. Staff receive regular supervision sessions and appraisal meetings to ensure that training needs are identified quickly and effectively. This has a positive effect on the staff's professional development. The manager is keen to improve the pre-school and staff reflect at the end of each session about the effectiveness of the activities.

The group as a whole have worked very hard in meeting the actions that were set at the last inspection. For example, all staff have completed up to date police checks and have attended safeguarding training. This has a positive effect on the safety of children. The staff team have embraced the help from local authority advisors and other agencies in order to better the outcomes for children. Staff liaise on a daily basis with parents to obtain their views about the care their children receive. All required documentation, including the attendance record is in place and used effectively.

Good partnerships are in place with parents. Parents are encouraged to share information and their thoughts verbally with the staff each day, which they do confidently. Very positive verbal comments from the parents received on the day of the inspection show how happy they are with the care and learning their children receive. They report that their children are very happy and well equipped with the skills they will need when they start school. Parents really appreciate the hard working staff and feel that they are very approachable and easy to talk to. They clearly know the procedures to follow should they had a reason to raise a concern about any aspect of the care being offered to their child.

The staff team build effective partnerships with the local primary schools to support children when they transfer to school. For example, reception school teachers come into the pre-school to meet the children and to talk to the child's key person. This has a positive effect on continuity of care and learning. Secure partnerships with external agencies are in place to identify and meet children's needs, so that children who need it receive appropriate interventions and support. Close links have been formed with other early years settings that children also attend. Link books are used between home and pre-school so that everyone who is involved in the child's care is kept well informed.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary 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>	120133
<b>Local authority</b>	Surrey
<b>Inspection number</b>	963096
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Linda West
<b>Date of previous inspection</b>	26/06/2013
<b>Telephone number</b>	01 252 373073

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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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