

Martock Pre-School

Martock Primary School, Elmleigh Road, MARTOCK, Somerset, TA12 6EF

Inspection date	18/07/2014
Previous inspection date	24/03/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 provide good support for children's prime areas of development, which prepares them well for their next stage of learning and eventual move on to school.
- Children learning English as an additional language and those with special educational needs and/or disabilities reach their full potential through good support.
- The management team have good systems of self-evaluation and staff development, to ensure they sustain good quality outcomes for children.
- Staff plan an effective environment and activities through good observations.

It is not yet outstanding because

- Staff do not make full use of all situations to teach children to manage their own behaviour.
- Nappy changing routines do not fully promote the well-being of the youngest and/or newest children.

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 inside and outdoors.
- The inspector carried out a joint observation with the pre-school supervisor.
- The inspector checked safeguarding information and the premises.
- The inspector took account of the provider's self-evaluation systems and spoke to parents, staff and children present on the day of the inspection.
- The inspector sampled documentation, including policies and procedures, information for parents, children's development records and planning.

Inspector

Elaine Douglas

Full report

Information about the setting

Martock Pre-school is privately owned and managed. It opened at its current location in 2010. It operates from a purpose-built building in the grounds of Martock Primary School. Children have access to a secure enclosed outdoor play area and school facilities. It is situated in the rural village of Martock, Somerset. The pre-school is currently open each week day from 9am to 3pm, term time only. A breakfast club is available according to demand. The pre-school is registered on the Early Years Register. There are currently 57 children on roll, from two years to under five years. The pre-school currently supports a number of children with special educational needs and/or children who speak English as an additional language. There are nine members of staff, of whom seven hold an early years qualification at level 3 and one holds a qualification at level 2. The supervisor is working towards a childcare qualification at level 5.

What the setting needs to do to improve further

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

- improve the use of resources to support children further in managing their own behaviour

- enable the key person to carry out personal care for the youngest, or new children, to promote their well-being fully.

Inspection judgements

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

Staff provide good teaching support and an educational programme covering all areas of development, which motivates children to learn. They seek good written information from parents on their children's starting points and interests, which they update every term. Along with their own observations this enables staff to have a good understanding of children's current skills and abilities to plan effectively for their next stages of development. Parents receive daily information on the activities and have regular meetings to share knowledge of their children's next steps in learning. This enables them to continue to support learning at home. In addition, they select books to take home and share with their children. Staff have a good understanding of how to support children learning English as an additional language and those with special educational needs and/or disabilities. Consequently, all children make good progress in the learning and development.

Staff plan exciting activities and provide stimulating resources so that children initiate their

own activities and become deeply involved in their learning. For example, staff use props at story time, which keeps children enthralled. As a result, children playing with a teddy bear decide to act out the story of Goldilocks and the Three Bears. Between them, they find three bears of different sizes and a doll to represent Goldilocks. They recall the story, using appropriate equipment, discussing sizes and numbers. Then they make up their own stories selecting relevant resources. This promotes creativity, mathematical skills, communication and language, literacy development and personal, social and emotional development. Staff provide good support for children to build strong relationships and work together. They ensure they include all children in activities and that children learn to value each other's contributions. Staff give children time to think and explain their ideas, as they ask good open-ended questions such as, 'What can you see?' and, 'Tell me what is happening' as they place a slug on to a magnifying glass so that children can see what it looks like underneath. Children demonstrate their good understanding of the natural world. They see cows in the field for example, and explain that the farmer gets milk from them so that they can drink it. Children learn about healthy food and where it comes from as they grow their own produce, noticing the development from seed to plant.

Staff promote children's key areas effectively. Children develop good speaking and listening skills because staff provide good role models, gaining children's attention before giving them instructions. They engage children in conversations about events that inspire them to contribute to group discussions. For example, they discuss going to birthday parties, describe the cake they had and say how old they will be on their next birthday. This leads older children to proudly demonstrate their mathematical skills, seeing how far they can count and saying the total sum when they add two numbers together. At snack time children learn good social and physical skills. For example, they pour their own drinks, use knives to spread soft cheese on their bread and demonstrate good manners. Children benefit from whole group activities such as singing. They learn to take their turn at choosing an item from the song bag, then join in with actions and words. Children develop control and coordination as they use a range of bicycles and scooters. They peddle or propel them with their feet, some carry passengers and others help to push. This prepares them well for their next stage of learning and school.

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

Staff welcome children and their parents on arrival, so that children soon settle and are happy at the pre-school. Staff use daily routines to support children well in welcoming each other, using sign language to include all children. Children behave well and understand the staff's expectations. For example, when staff shake a tambourine, children know it is time to tidy up. Staff start the day by reinforcing positive behaviour. As a result, children know they must have kind hands, listening ears and quiet voices. Staff use good strategies to help prevent arguments but, as a result, sometimes miss teaching opportunities for children to learn to manage their own behaviour. They regulate children's use of the favourite bicycles by using their watch to time how long children can have, instead of providing a timer for the children to use, for example.

Staff seek good information from parents on children's individual needs, family

backgrounds and celebrations. Parents comment positively on how much their children enjoy pre-school and have developed in confidence. The key person works with parents to help children settle and become familiar with their surroundings. Although the management team allocate the key person, this may change if a child forms a particular attachment to a member of staff. This helps to support children's emotional security. However, staff take it in turns on a daily basis to change children's nappies, which does not fully support the well-being of the youngest or newest children. Staff support children well to be emotionally prepared for school or moving on to another provider. They make regular visits for children to join their key person or teacher, for story time for example. Staff work closely with parents to prepare children for school, including supporting children's independence as well as their language and physical skills.

Staff attend safeguarding and first aid training, which means they have a good understanding of their responsibilities in keeping children safe and protecting their welfare. They provide good support so that children develop effective practices. For example, they ask children what they need to do when they realise the sun is getting warmer. Children know they must flush the toilet, wash their hands and put the paper towel in the bin. They find tissues to wipe their nose, which helps to prevent the spread of infection. Children demonstrate their understanding of safe and healthy practices through their games, such as bathing dolls and using a toothbrush to clean their teeth. They make beeping noises to reverse their ride-in car, to warn others they are reversing, and state they are taking their drink with them so they do not get thirsty. Staff extend children's learning by talking to them about routine events, such as going to the dentist. Children enjoy being outdoors and using the school facilities, where they have plenty of space to develop a good awareness of the importance of exercise.

Children use a good range of resources indoors and outside. Staff organise the environment effectively to enable children to become independent, active learners. They are able to move resources so that they can develop their own ideas. For example, when staff pick up one of the wooden steppingstones, children excitedly go inside and get magnifying glasses to look closely at the bugs underneath. Staff notice what catches children's attention and move to where they show interest; reading stories to children in a tent in the garden, for example. Staff plan visits in the community for example to the church, library or doctor's surgery so that children learn from first-hand experiences and begin to understand their own environment. Good resources and attitudes from staff help children develop a positive awareness of people's differences.

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

The management team has a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff implement their safeguarding policies and procedures effectively, including monitoring the arrival and collection of children. They keep the premises secure and carry out good risk assessments. For example, they secure the school playground and monitor the exits before taking children out to play on the bicycles. There are good recruitment and induction procedures to help

ensure all staff are suitable and understand their roles and responsibilities. The manager and supervisor use team meetings to reinforce staff's understanding of procedures. Good documentation is in place for staff to have a thorough knowledge of children's medical and care needs. They keep good records to protect and promote children's welfare and report to parents. The management team have appropriate records of children's overall development. This includes the progress check for two-year-old children and a final report for children transferring to school. Staff meet with parents and/or childminders, to discuss children's development and next stages of learning.

Children benefit significantly from the strong partnership between staff and parents. Parents comment that they share information on children's achievements at home and contribute to the children's development records. They receive good written and verbal information both informally and at planned meetings. Parents and childminders comment very positively on the good partnerships, exchanging information to have a consistent approach to children's learning and care. Parents receive a monthly newsletter by email or hard copy. The staff have strong links with their host school. The headteacher and Foundation Stage teacher regularly visit the pre-school.

Staff also receive support from the Special Educational Needs Coordinator, speech and language therapist and Vision Support team. This ensures that staff work in partnership to ensure all children can reach their full potential.

The management team has good systems of self-evaluation, including seeking parents' feedback. They have a daily evaluation book where all staff can contribute their ideas or concerns. As a result, they now ensure all staff support whole group activities. Through seeking advice from outside agencies, such as the Vision Support Team, staff have audited their environment and made their outdoor area more accessible to visually impaired children. They now use visual timetables and a choosing board to support children learning English as an additional language and those with special educational needs and/or disabilities. In addition, a member of staff has been on further training to take the lead role in promoting equality and inclusion. Staff undertake observations of each other and of the management team; this enables them to discuss good practice, learn from more experienced staff and identify any personal development. Staff have regular opportunities to attend training and continue to increase their knowledge and skills. The supervisor provides a good role model, undertaking a higher-level qualification in leadership. As a result, staff provide good outcomes for children.

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	EY413108
Local authority	Somerset
Inspection number	845102
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	57
Name of provider	Julie Duffy
Date of previous inspection	24/03/2011
Telephone number	01935 822112

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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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