

Malyons Preschool

Northlands Park, Community Hall, Felmores, BASILDON, Essex, SS13 1SD

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| Inspection date | 10/11/2014 |
| Previous inspection date | 21/05/2014 |

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| 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 make good progress as staff have a good knowledge of how children learn. They use effective teaching strategies and plan interesting activities matched to children's interests and individual needs.
- Staff successfully provide a warm environment where children form close, secure emotional attachments and rapidly develop their confidence and enthusiasm for learning.
- Staff involve parents in children's learning, as they are actively encouraged to contribute to the progress records and support learning at home.
- Staff have a good understanding of their responsibilities for protecting children. They implement robust safeguarding and child protection procedures. This helps to ensure children are kept safe and secure.

It is not yet outstanding because

- The larger group activities are not always effectively organised to maintain the interest of younger children.
- Staff do not fully extend children's interest in books, so they enjoy an increasing range of literature and discover that information can be relayed in the form of print.

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 indoor and outdoor learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Patricia Champion

Full report

Information about the setting

Malyons Preschool was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community hall in Basildon, Essex and is managed by a committee. The pre-school serves the local and wider areas and is accessible to all children. It operates from two rooms within the community building and there is an enclosed area available for outdoor play. The pre-school employs five members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 9.15am to 12.15pm. There are currently 25 children on roll who are in the early years age group and attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- strengthen the organisation of the group activities to ensure that these experiences consistently support and extend the learning and development of the youngest children and maintain their interest

- extend opportunities for children to look at books for pleasure and discover that information can be relayed by print, for example, by providing books and reading materials in the popular activities that particularly interest them.

Inspection judgements

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

Children are happy and motivated as they play and learn in the pre-school. This is because teaching is consistently good and staff fully understand how young children learn. Activities cover all areas of learning and there is a positive blend of adult-led tasks and experiences, which children choose for themselves. Planning, observation and assessment work well to support children's progress and development. Effective use of observations and staff's secure knowledge of each child's learning priorities ensure that every opportunity is made to support their good progress. Staff include children's interests in future plans and this encourages them to extend their knowledge and skills. Children's progress is regularly reviewed, which means that staff can identify any gaps in their learning and plan for these effectively. The mandatory progress check for children between the ages of two and three years is also successfully carried out. Good links with parents mean they are kept up to date with their children's progress over time. They have regular opportunities to view the development records and contribute their own

observations of children's learning at home. This means that key persons have a complete, all round knowledge of children's learning and development. Children with special educational needs and/or disabilities receive a good level of support to help them settle and make progress. The special educational needs coordinator is very enthusiastic about her role. She works sensitively with parents and liaises effectively with external agencies for additional support and guidance.

Children benefit from the attention of staff who are enthusiastic and make learning fun. Language and communication skills are promoted well. Staff are very proficient at talking to children, questioning and encouraging them to talk and think. As a result, children are keen to express their ideas through discussion, drawing, painting and mark making. Staff help children to count, sort and order objects, which supports their mathematical skills well. Children develop the skills they need in readiness for starting school, as they learn to recognise and write letters, numbers and their names. Children listen attentively to stories in their key groups. They discuss the story and recreate characters by making models and pictures or baking gingerbread biscuits. This builds their confidence and supports their recall and understanding of the story. Although there is a cosy area where children can independently choose to look at a book for pleasure, this is not consistently well used. Staff have not considered how to extend children's literacy skills further, for example, by having books available in other popular play spaces, such as the role-play and construction areas.

Children learn about letters and sounds as they enjoy songs and rhymes at larger group times. However, sometimes these larger group activities do not hold the attention of younger children and they become distracted due to their differing concentration levels. This means that there is room to review the organisation of these routines, so that all children are given optimum opportunities to reach their full potential. Nevertheless, staff effectively take account of the different learning styles of boys and girls. The outdoor area is successfully used as an extension to the playrooms and allows all children the freedom to consolidate their knowledge and extend their imagination on a larger scale. In addition, children enthusiastically develop their understanding of the world as they take part in activities to mark traditional events. For example, they design models and paint pictures to recreate what happens at a firework display and talk about the reason for making and wearing poppies to mark Remembrance Day.

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

Children thrive in the welcoming atmosphere of the pre-school and form warm bonds with their key person. They show a real sense of belonging when they explain to visitors the colour and shape that represents their key group. New children are well supported so they quickly settle to play and learn. This is because staff are sensitive to their individual needs and a flexible settling-in procedure is in place. Parents provide plenty of information about children's interests, enthusiasms and capabilities from the outset. This helps children to make the move from their home to the pre-school as smoothly as possible. Teaching staff from local schools are welcomed into the pre-school to meet children who will move into full-time education. Key persons ensure teachers are provided with updated assessments

of children's development before the transfer. In addition, school visits are made to help children become emotionally prepared for starting school. This helps promote effective partnership working and supports children in making smooth moves to new settings.

Staff are deployed well to meet children's needs and promote their positive behaviour. They are consistent role models and provide clear messages about behaviour that is acceptable. This means that relationships are strong at all levels as children play harmoniously together, and learn to respect and take care of each other. Staff quickly praise them for their achievements to raise confidence and self-esteem. Children learn to manage risks safely as they play, both indoors and outside. For example, they carefully steer scooters to avoid collisions with their friends. Children learn to use tools, such as scissors safely, as staff sensitively explain to them the consequence of their actions, if they are not careful. In addition, children practise safe routines for crossing roads when they go on outings in the local community.

Staff teach children about healthy lifestyles through well-managed daily routines. For example, they know they must wash their hands prior to eating. Children's individual dietary requirements are well met and they are provided with healthy snacks that include fresh fruit every day. They access fresh drinking water throughout each session and children pour their own drinks, which supports their independence in readiness for starting school. Toilet training and any toileting accidents are dealt with sensitively to preserve children's dignity. Active play in the fresh air is effectively encouraged as children relish the opportunity to choose between indoor and outdoor play.

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

The manager and staff team demonstrate a good understanding of how to effectively safeguard children in their care. All staff have completed safeguarding training and have a secure understanding of the procedures for recording and reporting any concerns about children's welfare. Effective systems are in place for checking the suitability of staff. Information about the background checks through the Disclosure and Barring Service for both staff and committee members is now held on site and is easily available for inspection. A safe and secure environment is provided for children. Staff are effectively deployed to ensure that children are closely supervised and remain within both sight and hearing at all times. All visitors to the building are closely monitored. A controlled key-coded entry system has been installed on the doors leading to the hall used by the children. This is further enhanced by the completion of risk assessments and daily checks for the indoor and outdoor environment, to ensure they are free from hazards.

Since the last inspection by Ofsted, when the pre-school received a number of actions to improve, the manager has worked extremely effectively with the committee and staff team to make positive changes. Consequently, staff motivation, effective teamwork and the quality of the provision is much improved. The staff team have embraced the support from the local authority and have welcomed the opportunities to undertake further training to enhance their skills and knowledge. The arrangements for supervision,

appraisal and professional development are well considered. Furthermore, staff regularly share fresh ideas and their knowledge of children's development at the staff planning meetings. The manager observes and monitors staff performance closely and spends her time working with them. This means that strengths and areas to develop are easily identified and targets set as a result. The manager has started systematically monitoring the progress of both individual children and groups of children, to ensure that any gaps in learning are identified and targeted through planning.

Very friendly and supportive relationships have been established with parents. A good two-way flow of information ensures continuity of care and contributes to improvements in children's well-being and development. Special events and family days are organised when parents come into pre-school to join children in activities. Parents receive information through newsletters and displays and are encouraged to share their views. They make extremely complimentary comments about the staff team and say they appreciate their efforts in making sure children are happy and develop as much as they can. Staff work very successfully with other professionals to support children and help families to access the services they need. The partnerships with the local school are particularly effective in helping children make a smooth move into full-time education.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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

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| Unique reference number | 203873 |
| Local authority | Essex |
| Inspection number | 983253 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 30 |
| Number of children on roll | 25 |
| Name of provider | Maylons Pre-School Playgroup Committee |
| Date of previous inspection | 21/05/2014 |
| Telephone number | 01268 450 158 |

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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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