

St Mary's Pre-School

141 Marlow Bottom Road, Marlow, Buckinghamshire, SL7 3PJ

Inspection date

09/12/2014

Previous inspection date

13/10/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 maintain good relationships with parents and local schools, helping to provide consistent, coordinated care and teaching.
- Children progress well in their learning and development. They take part in a broad range of well-planned activities and make good use of resources.
- The commitment of staff with regards to training and updating their skills improves experiences and outcomes for children.

It is not yet outstanding because

- Staff do not always encourage children to take age-appropriate responsibilities, such as cleaning up the sand or milk when they spill them.

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 took account of the pre-school's self-evaluation document.
- The inspector spoke to parents, staff and children during the inspection.
- The inspector observed the interaction of staff and children during a number of activities and undertook a joint observation with the supervisor.
- The inspector sampled documents, policies and procedures.

Inspector

Sara Hope

Full report

Information about the setting

St. Mary's Pre-School registered in 1992, and has been operating for approximately 40 years. It is located from one large room in St Mary's Church Hall in Marlow Bottom, Buckinghamshire. The pre-school operates during term time only. Monday, Tuesday and Wednesday the pre-school opens 9am to 3pm. On Thursday and Friday sessions are from 9am until 12 noon. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 24 children from two to the end of the early years age group on roll. The pre-school is in receipt of funding for the provision of free early education for children aged three and four. Children attend for a variety of sessions and most live in the local vicinity. The pre-school employs 11 staff, of whom eight work directly with children. Of these, five 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:

- offer more consistent opportunities for children to take on responsibility, to develop their understanding and independence further.

Inspection judgements

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

Children experience a wide range of educational activities that are challenging and stimulating. As a result, they make good progress in their learning and development. Children confidently communicate with staff and their friends, and show a good understanding of how to respond to instructions. For example, when a staff member says it is time to tidy up, children join in and are familiar with the routine. Small group activities, such as play dough and setting up the Christmas tree, support children's social skills well. Staff confidently model communication as they ask questions and extend children's vocabulary. Staff help children understand and control their emotions and behaviour effectively. They remind children of potential dangers and promote the use of good manners, offering praise as a reward. Staff are good at providing children with emotional support and comfort, helping them to settle quickly.

Indoor and outdoor environments effectively support children's growing physical development. Children enjoy activities such as cutting, painting and drawing to develop control of their small muscles. Climbing frames, balancing shapes and bikes are accessible for children to use. These are effective in developing their ability to move, balance and negotiate space while using of large muscles. Routines provide children with opportunities to make healthy choices and increase their awareness of their bodies.

Staff know the children in their care well. Children visit the setting with parents before starting, which helps them to settle quickly. Staff encourage parents to provide information to identify their child's starting points and interests. Expectations of what children can achieve are high. Staff observe children and use this information effectively to plan activities and develop learning further. Parental involvement is good. Parents say they feel they have a good involvement in their children's learning. They receive children's learning records throughout the year. This allows them opportunities to add their own comments and observations, and to be aware of the progress their child is making. Policies and procedures are available for parents on the pre-school's website. There are also useful updates for parents including information about activities they can do at home and term dates. There is a designated Special Educational Needs Coordinator and effective procedures to provide additional support for children and families when necessary.

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

Staff support children well with changes within their routines, and when preparing to join or leaving the setting. Staff make good use of opportunities available to visit the school and meet familiar people. They help children to become ready to go to school, for example children learn skills such as recognising their names. Personal care routines foster children's growing independence well overall. Children clean their own noses, toilet independently and wash hands with reminders and assistance when needed. However, staff do not always fully support children to learn about responsibility. For example, staff tend to clean up spilled sand and drinks rather than asking children to help.

Staff encourage parents to provide children with healthy food. They supervise and assist children while they eat, providing good social opportunities. A rolling snack bar offers flexibility and opportunities to make choices. Foods available are healthy, such as fruit, cheese and a plain biscuit. Fresh drinking water is available throughout the session making sure that children can take a drink when they are thirsty.

The environment, indoors and outdoors, is welcoming and abundantly resourced with equipment that supports children's all round development. Children use resources and equipment with growing confidence, helping them to make choices about their play.

There is an effective key person system and, as a result, staff know children's needs and support these well. Parents say they like the consistency they receive and know who their child's allocated key person is. They feel confident to approach staff to discuss their children's learning or if they have any concerns.

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

The provider is aware of her responsibility with regards to the learning and development requirements. Staff attend training on the Early Years Foundation Stage and make good

use of support from the local authority advisory team. This enables them to plan and support children's progress more effectively.

Safeguarding knowledge is good. Staff attend training, can identify types of abuse and signs that would raise concerns, and know what to do if they have concerns. Policies include procedures for responding to allegations about a staff member and about the safe use of mobile phones. Risk assessments help to keep the environment safe for children. All staff have suitability checks to make sure they are safe to work with children. Staff attend training to learn how to administer specialised medication and therefore can keep all children safe.

The provider regularly updates a self-evaluation form. Information from staff, parents and children helps the team to reflect and make improvements that are beneficial for the children. The provider and the supervisor carry out staff appraisals annually. There are good opportunities for staff to have supervision meetings, enabling them raise and discuss concerns. Staff also share their ideas regularly during staff meetings.

In addition to having good working relationships with parents, staff work alongside other agencies such as the local authority advisory team, representatives from the host church and staff at the local school. In developing these relationships staff are able to provide better opportunities for the children and continuity of care.

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

Unique reference number	116672
Local authority	Buckinghamshire
Inspection number	813533
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 6
Total number of places	24
Number of children on roll	24
Name of provider	St. Mary's Pre-School (Marlow Bottom) Committee
Date of previous inspection	13/10/2010
Telephone number	01628 47 88 20

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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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