

# Mappleborough Green Pre-School

Winyates Green Community Centre, Furze Lane, REDDITCH, B98 0SE

<b>Inspection date</b>	17/12/2014
Previous inspection date	27/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Teaching is good because staff know the children well. They observe them during their play and use the information gathered to plan interesting and varied activities across the educational programme, in order to promote learning and development.
- The key-person system is effective and enables children to form emotional bonds and develop a strong sense of belonging.
- Children are safeguarded and protected from harm. This is because staff demonstrate a clear understanding of procedures to follow should they have any concerns about a child in their care.
- Parents are provided with information about their child's day and children take home their artwork to share with their parents. As a result, parents remain up to date with their child's learning and are kept informed of the care given to their child.

### It is not yet outstanding because

- Systems of performance management for staff have not been completely exploited so that good teaching practice can be identified and shared to help raise the attainment level for all children.
- Occasionally, staff miss opportunities to sustain conversations so that children's vocabulary is increased and their thinking skills are suitably enhanced.

## 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 teaching and learning activities in the pre-school and in the outdoor area.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of all staff.

## Inspector

Rupinder Phullar

## Full report

### Information about the setting

Mappleborough Green Pre-School originally opened in 1974 and changed ownership in 2011. It is privately owned and managed by Fond Memories Childcare Ltd. The pre-school is registered on the Early Years Register. The pre-school operates from one large room within a single storey community centre in the Winyates Green area of Redditch. There is a fully enclosed play area available for outdoor play. The pre-school serves the local area and has links with local schools. It is open five days a week during term time only. Sessions are from 8am until 12 noon on Mondays and Wednesdays, and from 8am until 3.30pm on Tuesdays, Thursdays and Fridays. There are currently 52 children on roll, all of whom are in the early years age range. There are eight members of staff, six of whom hold appropriate early years qualifications at level 3. The manager has an early years foundation degree. The setting provides funded early education for two-, three- and four-year-old children. The setting receives support from the local authority.

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

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

- strengthen systems for the performance management of staff, in order to identify and share good teaching practice to help raise the attainment level for all children, for example, by carrying out peer observations
  
- challenge children to further develop their communication and critical thinking skills by ensuring all staff make effective use of open-ended questions and engage them in sustained conversations.

## Inspection judgements

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

Children are warmly welcomed in this setting where their individual learning and development needs are well met. This is because the staff have good knowledge and understanding of the needs of children in the Early Years Foundation Stage. The educational programmes provide a good range of interesting and challenging experiences and staff support children's learning and development in all areas. Staff collate information from parents on entry, which gives them a good understanding of each child's capabilities when they start. Thereafter, staff regularly observe and assess children and identify children's individual next steps in learning to inform planning. This ensures that planned activities help children to make good progress. Children's progress is tracked to enable key persons to monitor their key children and plan for their individual learning and development needs. Each key person completes the progress check for children aged between two and three years and provide parents with a written summary of their

progress against the prime areas of learning. Consequently, parents are aware of their child's progress and robust assessment ensures any gaps in learning are targeted quickly.

Children are encouraged to access resources and to engage in a range of child-led and adult-initiated activities. The layout of the room is well planned and resources are of good quality. Children are confident and make independent choices in their play. This is because staff place toys and resources on the floor and on low-level shelving, and actively encourage children to choose what they want to play with. The quality of teaching is good. Staff incorporate active listening, clear explanations and appropriate questions to support children's learning. For example, staff engage in discussion with the children about the festive period as they play with play dough. They remind them of their festive production and about the reindeers and the sledges. Staff support older children to follow instructions and explore mathematical concepts as they cut different shapes in the play dough. For example, staff tell children to 'place the cutter on top of the play dough' to cut a star shape. Staff use descriptive language in their discussions, such as 'big star' and 'little star' supporting children to become confident communicators. All this helps children to consolidate previous knowledge, supporting them well for their next stage of learning. Consequently, as a result of good teaching techniques, children make good progress in their learning and are well-prepared for the next stage in their learning, such as school. However, staff sometimes miss opportunities to effectively use open-ended questions to stimulate children's thoughts and engage them in sustained conversations. Consequently, opportunities to enhance children's range of vocabulary and critical thinking skills are not maximised. Children's creative development and pre-writing skills are fostered through drawing and other craft activities. This develops their small muscle skills. Children's general physical development is enhanced both indoors and outside where children engage in a variety in activities. For example, in the outdoor area children enjoy running around with their peers. Inside children dance to the rhythm of their favourite festive songs and move their bodies with increasing control as they twist and turn. Children learn to follow instructions during this activity because staff tell them that they need to stand still when the music stops.

Staff have a good relationship with parents. They share information with the parents about the service and their children's learning through daily discussions, documentation, newsletters, noticeboards and parents' evenings. As a result, parents are fully involved in their children's learning. Parents who contributed their views at the inspection reported that they feel welcomed in the setting and they are happy with the progress their children are making.

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

Children are welcomed into the pre-school and their emotional well-being is competently met. The key-person system works effectively to ensure all children's care and learning needs are fully identified and catered for. For example, key persons are allocated before a child starts at the pre-school, and they spend initial sessions getting to know the child and parent. They discuss their development needs, interests and starting points during introductory visits. As a result, children settle quickly as a result of the care given by the key person and other members of staff. This also helps them to be emotionally prepared

for other changes in their lives, such as the move into school.

Behaviour is good. Children are learning to take turns, share toys and equipment and adhere to the boundaries. Children are happy, play well together and form friendships with other children. Children are polite and are encouraged to say please and thank you. Children are praised for positive behaviour and spoken to sensitively if disagreements arise. Staff have agreed procedures outlining how to manage changes in children's behaviour and the rationale for this is shared with parents, to maintain a joint approach. Healthy lifestyles are promoted when staff talk with children about the benefits of eating fresh fruit at snack and lunchtimes. In addition, all parents are encouraged to provide healthy items in children's lunch boxes, if their child stays for lunch. There are a variety of resources that children freely access, which promotes children's choice and independence skills. Staff support children with assessing risk by encouraging them to be aware of their own and others safety. For example, staff talk about and model how to use scissors safely.

Parents are kept up to date with their child's progress and care needs through daily discussions and information. Parents are encouraged to record news, new learning or developing interests to enable the setting to build on children's learning at home. Children are well supported when they move from the pre-school into local schools. Summaries of children's learning and development are shared with the teachers, which helps to make the move into school a smooth one.

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

The provider has a good understanding of her responsibility to comply with the requirements of the Early Years Foundation Stage to keep children safe. All staff demonstrate a clear understanding of their role in safeguarding children and the setting's safeguarding procedures. Robust recruitment procedures are in place to ensure staff are suitable to care for children. All staff hold a current first-aid certificate. Accidents are effectively recorded and parents know that they have to report accidents that occur at home. Visitors are signed in and out of the setting. All of this contributes to ensuring children's safety. Risk assessments are carried out on a regular basis and staff are deployed to help keep children safe. Good security systems are in place to ensure that no unauthorised person enters the setting. For instance, entrance doors are locked and visitors are met at the door and their identity checked. The provider offers support, advice and guidance to all staff on an ongoing basis and ensures that safeguarding practices, such as the non-use of mobile phones in the setting by staff or visitors, is adhered to.

The provider leads a qualified and experienced staff team. They use their skills and expertise skilfully to support children's learning and development. Staff feel supported by the provider and this has helped to improve their knowledge, understanding and practice. The management team demonstrate a strong drive to improve the setting and respond to areas identified for improvement by parents, along with collecting the views of staff and children to improve practice and provision. In addition, they have completed the Ofsted self-evaluation form to support them further. Effective supervision and appraisal systems are in place. This helps to provide support, coaching and training for the staff team and

allows them to discuss any issues concerning individual children's development or well-being. However, there is scope to strengthen the systems for the performance management, for example, by carrying out peer observations, so that good teaching practices are shared to help raise the attainment level for all children. Systems are in place to ensure staff are deployed effectively at all times, to meet the needs of children. As a result, children are well supervised. The provider has a good understanding of her role in monitoring the delivery of the educational programmes and maintain an overview of the continuous provision for children in the setting. She also maintains an overview of the quality of teaching and learning provided. Staff share any issues identified during observation, assessment and planning to make sure that tracking displays an accurate understanding of all children's skills, abilities and progress. This ensures children's needs are identified and well met through very good partnerships between the setting, parents and external agencies.

Staff have a good understanding of the importance of working with other provisions that children also attend, to provide a complementary approach to the children's learning and development. Parents receive good information about their child's ongoing development. All this means that there is a joint approach to caring for children to ensure that their learning and development needs are fully met. Parents described the service provided by the pre-school as 'really good' and the staff as 'helpful and supportive'.

## 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

<b>Unique reference number</b>	EY424743
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	852531
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Fond Memories Childcare Ltd
<b>Date of previous inspection</b>	27/09/2011
<b>Telephone number</b>	07934421807

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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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Piccadilly Gate  
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