

Maryland Pre-School

Parish centre, Glebe Way, Amersham, Buckinghamshire, HP6 5ND

Inspection date

08/01/2015

Previous inspection date

27/06/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 form secure attachments with their key person. The effective key person system means that staff know children well and confidently support their well-being and early experiences at the pre-school.
- Staff have high expectations of all children. They effectively support the children by providing an exciting environment that engages them in purposeful play.
- Children are effectively safeguarded. Staff demonstrate a good understanding of the pre-school's policies and procedures and how to keep children safe.
- Staff value working in partnership with parents and maintain effective relationships to ensure children's individual needs are met.

It is not yet outstanding because

- Although the quality of teaching is good, there are limited arrangements to further promote the professional development of individual staff.

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 took account of the views of the parents and carers spoken to on the day of the inspection.
- The inspector held meetings with the manager of the pre-school and the chairperson of the committee.
- The inspector observed activities in the play room and carried out a joint observation with the manager.
- The inspector sampled the children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children.

Inspector

Jane Osburn

Full report

Information about the setting

Maryland Pre-School has been in operation for over 30 years and is run by St. Leonard's Church as part of its outreach programme to families in the community. It operates from St Leonard's Church Hall in Amersham, Buckinghamshire. The pre-school has access to a large hall, kitchen and cloakroom facilities. There is also a small first floor room accessed by stairs. A fully enclosed garden is available for outdoor play. The pre-school is registered on the Early Years register and currently has 48 children on roll. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school operates Monday and Tuesday 9am to 12 noon and Wednesday, Thursday and Friday 9am to 2.30pm. It is in receipt of funding for the provision of free early education for children aged two, three and four. The pre-school employs 10 staff, of whom eight hold relevant qualifications, including Qualified Teacher Status.

What the setting needs to do to improve further

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

- further implement a targeted programme of professional development that ensures practitioners are constantly improving their already good practice.

Inspection judgements

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

Staff provide a good range of activities to promote children's learning and development. A choice of toys and resources are accessible, both indoors and outdoors, so that children can develop their independence. The key person system supports engagement with parents before the children begin at the pre-school. This allows information to be shared with regard to the children's interests and developmental stage. As a result, staff can effectively support the needs of their key children. The quality of teaching is good. Staff regularly join children in their play and use their knowledge of the child to extend their learning. Therefore, staff provide appropriate support to individual children so that they are enabled to build on their learning. The pre-school is currently reviewing their existing systems so that they can more clearly evidence in their planning the development needs of children.

Children's communication and language skills are developing well. Staff regularly engage children in conversation and provide a variety of activities that encourage them to use language. For example, during group time, children are asked open-ended questions to encourage verbal responses. Children are also encouraged to bring in items from home. This means that they are excited and motivated to tell their friends all about their 'toy'.

Children are supported sensitively in their attempts at using language and are given time to answer any questions. This shows that staff are skilled at supporting children in developing their communication.

Staff work in partnership with parents to support children who have additional needs. Parents provide information regarding their children's development, and any particular support they may require, during their time in the pre-school. In response, the staff keep parent's aware of how their children progressing and support them by making a referral to another professional if there is a need. All parents are kept informed of their child's development on a regular basis through parents' consultations. In addition, daily sharing of information takes place during the session. This allows the staff and parents to talk about the children's learning and development at home.

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

Children settle well into pre-school. They are happy and develop confidence to select their own resources and to play with other children. The staff provide a welcoming environment and ensure that the children are greeted on arrival, offering a helping hand should any child need encouragement or support. The staff work well together as a team to ensure that all children are well supervised. The effective deployment of staff enables the appropriate support to be given to children at the appropriate times. This means that children's confidence grows in the setting so that they can quickly participate in the routines and activities.

The key person system provides a consistent person to settle each child when they begin at the pre-school. This also means that parents have this same familiar member of staff with whom they can share information about their child. The information shared before children start means that the key person is able to plan and provide for their individual needs from the start of their time at the pre-school. For example, a child may have particular allergies and need certain dietary requirements. In these circumstances, staff demonstrate clear procedures in making this information known to all colleagues.

Children develop a good understanding of healthy practices. For example, they are encouraged to wash their hands before coming to the snack table. Staff provide conversation during meal times that includes discussion about what the children are eating and the types of food that are healthy. Children demonstrate polite manners as they take their turn to serve their own food and pour their own drinks. Staff provide opportunities for the children to plant vegetables in the pre-school garden. Therefore, children have an awareness of how the vegetables are grown and how to care for the living plants. The pre-school has a large outdoor space which is securely fenced. This provides a grassed area as well as a paved area. This enables children to go outside to play in wet weather conditions. Staff provide a variety of challenging activities outdoors which engage and motivate the children. There is a large shed from which the children are able to choose their own resources to use outdoors. Staff support the children in their physical play. They provide a range of resources and help the children to select any other equipment they choose. Therefore, children remain interested and eager to take part in the physical play.

Staff demonstrate a good understanding of how to keep children safe in the pre-school environment. Daily checks are carried out in the play room and outdoor space to ensure that children are able to play freely and feel safe in the setting. Staff understand the pre-school's procedures and know what action should be taken if they have any concerns regarding a child in their care.

Staff have good links with the local schools. They invite the school teachers into to pre-school to visit the children so that they can get to know them and information can be exchanged regarding the children's development. Therefore, staff effectively support children's well-being when they move into school.

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

The management team demonstrate a secure knowledge of the learning and development requirements and support staff to provide a range of activities to meet the needs of all children. Regular staff meetings take place that encourage information sharing across the team. The manager monitors the quality of teaching and learning at the pre-school. She observes individual staff performance and completes annual appraisals. This enables her to be confident that all staff are skilled and work consistently and effectively. However, the manager is not currently fully proactive in identifying ways to promote the professional develop of staff further.

Children's safeguarding and welfare is promoted well. The policies and procedures are kept up to date with current legislation. Parents are also made aware of the pre-school's safeguarding policy, which is displayed on the parents' notice board. The management team work in partnership with parents and external agencies in order to support the needs of the children. The manager maintains good links with the local authority early years advisory team and works in partnership to evaluate the pre-school's practice.

Leadership and management are strong, demonstrating a commitment to constantly develop the provision. The systems to evaluate what is working well and areas for development involve the views of both the committee and staff members. This ensures that the management and staff remain motivated to improve the overall provision and this has a positive impact on the outcomes for the 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. 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	EY234194
Local authority	Buckinghamshire
Inspection number	832833
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 6
Total number of places	32
Number of children on roll	48
Name of provider	St Leonards Church Committee
Date of previous inspection	27/06/2011
Telephone number	01494 433426 or 726139

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

