

Mitcheldean Early Learners

Mitcheldean Endowed Primary School, Hawkers Hill, MITCHELDEAN, Gloucestershire, GL17 0BS

Inspection date

16/10/2014

Previous inspection date

17/06/2011

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

- The strong key-person approach helps children form good relationships with their key person, which helps them feel safe, secure and happy.
- Staff are positive role models. Their clear guidance means that all children are aware of the boundaries set and of behavioural expectations in the setting.
- Children make good progress in their personal, social and emotional development because staff use all opportunities to promote their independence in their play and daily routines.
- Staff develop strong partnerships with parents, outside professionals and other providers, which helps ensure they meet all children's individual learning needs.

It is not yet outstanding because

- Staff do not always fully develop children's awareness of mathematical language and concepts during play.
- Although staff support children in learning about healthy lifestyles, there is scope to develop this further during play and activities.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector made observations of children and staff interactions in both playrooms and outside.
- The inspector had discussions with the joint managers, the business manager, staff, children and parents.
- The inspector invited the managers to hold a joint observation.
- The inspector sampled documentation including children's records and planning.
- The inspector checked evidence of suitability and qualifications of all staff working with the children.

Inspector

Jan Harvey

Full report

Information about the setting

Mitcheldean Early Learners registered in 1996 and originally operated from the Mitcheldean Community Centre building in the centre of the town in Gloucestershire. They transferred to their new premises at Mitcheldean Endowed Primary School in 2011. The premises are purpose built and comprises of a large playroom with a secure kitchen area, a small playroom, an office and toilets. There is easy access to an enclosed outdoor area directly from the main playroom. This outdoor area is suitable for use all-year round. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting currently supports children with special educational needs and/or disabilities. The setting opens term time only on Monday to Friday from 9am to 3pm offering full or half-day sessions. There are currently 32 children on roll in the early years age range. The setting has close links with the primary school. The setting receives funding for the provision of free early education for two- three-and four-year-old children. The setting employs eight part-time staff to work with the children on a job-share basis over the week. Of these, all staff have 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:

- increase the opportunities for children to use mathematical concepts during play and strengthen their thinking skills
- strengthen children's knowledge of healthy lifestyles at every opportunity, particularly at meal times and during physical exercise.

Inspection judgements

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

Children settle quickly on arrival, are warmly welcomed by staff and are confident in the daily routines, such as the self-registration board. The dedicated staff team plan an exciting, playful environment for children's learning. They have a good knowledge of how young children learn and of their own role in encouraging the progress of individual children. Staff build effective relationships with parents to gain detailed information about their child and their interests to identify children's skills and abilities. Staff make good observations and effective assessments of the children in their play. This means that they can identify any gaps in learning and plan for additional support required. Staff use children's interests, skills and abilities to carefully plan activities across all areas of learning to promote children's progress. Parents' comments about their child's learning at home are also included in assessments, giving children consistency in their learning. Staff keep all

parents informed about their child's progress at regular stay and play meetings Staff complete the required progress check for two-year-old children.

Staff provide a wide range of stimulating, quality resources set out in areas around the large playroom and outside. Children move around confidently within the setting, concentrating for long periods at their chosen activity. Staff are attentive to children's needs, being careful not to disturb children's play, and join in their play to extend it. For example, children in a pretend boat on the ocean used cardboard tubes, as telescopes, to look out for an island, which promoted their wider vocabulary and imaginations.

Staff interactions with children are enthusiastic and they use effective teaching techniques such as skilful questioning techniques to challenge children while giving them time to think and respond. However, on occasion, staff miss opportunities to extend children's thinking skills to support children's mathematical understanding. For example, children played with skittles and staff did not ask how many skittles were left standing or ask the children to estimate how many skittles they might knock down. There is a sharp focus on helping children acquire and extend their language and communication skills. Staff use children's show and tell sessions, with items the children bring from home, to instigate discussions about their families, which captures children's interest. Children enjoy dancing and jumping up and down as they join in with songs and rhymes. All these activities help them to develop good speaking and listening skills. Children have good opportunities to develop their early writing through making marks with their fingers in paint and drawing with crayons and chalks. For example, children wrote a list of things they needed to make a den on a clipboard, which helps to strengthen children's skills for writing.

Children make good progress in their physical development as they run around, jump and climb. In the garden, they have opportunities to dig, plant seeds and care for living things, making sure that plants are watered, and the rabbit and birds have food and water. They have access to large portable equipment to build and create their own structures, and this helps children to develop their imaginations outside. Children delighted in making their own dens, and enjoyed using torches and toys that turned on and off in the dark dens they had made with the staff indoors. Staff encouraged their problem-solving skills in the sand and during water play, as children began to explore volume and capacity as they filled and emptied containers. Children have access to a variety of toys, which stimulate their senses. For example, they explored the textures of different objects and felt the sand, paint and pasta. Children develop their imaginations well as they participate in make-believe play with pirate ships and princess castles, casting spells on their friends. The setting prepares children well for moving on to the next stage in their education.

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

Staff are very caring and sensitive, forming secure attachments with the children in their care, and getting to know each child's family well. Children have secure emotional attachments to their key person so settle into routines quickly and are confident in their free-choice play. Parents value the safe and happy environment that staff create. Parents are encouraged to be involved in their children's learning by sharing information with the

staff about their child's learning at home. Parents regularly contribute to children's planning. This trusting relationship between parents and staff creates a caring learning environment in which children thrive.

The skilled staff team demonstrate a passion for working with young children. Through gentle reminders along with praise and encouragement, all staff support good behaviour throughout the setting. This means children gain a sense of responsibility and understand the expectations staff have of them. Children develop good social skills as staff are positive role models. They speak to children consistently and clearly ensuring they have eye contact with the child as they speak to them. This makes children feel listened to and valued. Staff encourage children to serve themselves at meal times, pour their own drinks from jugs and clear the tables. Children sit with their key person and talk together happily, as they eat. Regular outdoor play and visits to the local school effectively support children's growing independence and management of risks as they learn about their own safety and keeping others safe. They are becoming aware of their local community as they visit the local church and meet local people, particularly the local Reception teachers, which help their move to school.

Children know they need to wash their hands before eating, after going to the toilet and playing outdoors, because staff remind them and talk about germs. This supports children's good health and well-being. Staff place an important emphasis on children's physical development, playing outdoors in all weather and providing a covered outdoor classroom. Staff encourage children to develop a healthy lifestyle. Children are learning about healthy eating. Staff promoted their choices of healthy fruits and vegetables in their lunch boxes provided from home. However, staff sometimes missed opportunities to promote a healthy lifestyle and the importance of regular physical exercise at every opportunity during daily routines, and in children's play. For example, staff did not talk about their heartbeats racing after a physical activity being good for keeping hearts healthy.

Staff ensure all toys and resources are easily accessible to children, inside and outdoors, so they are able to independently choose what they want to play with. Staff are sensitive to when children are tired, and offer quieter activities or settle them down to relax while listening to a story. Staff have a clear understanding of nappy-changing procedures, use charts to ensure children have a minimum number of checks, and record them, ensuring staff meet children's care needs.

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

The management team demonstrates a good understanding regarding their responsibilities in meeting the safeguarding and welfare requirements. Management have attended training on safer recruitment and there are robust procedures for checking that staff are suitable to work with the children. Effective procedures for the recruitment, induction and supervision of staff ensure they work closely as a team and are able to contribute to the evaluation of their practice and make improvements. Staff demonstrate a

clear understanding about safeguarding procedures and they are clear about what to do if they have any concerns about children in their care. Both staff and management carry out detailed risk assessments regularly to ensure the environment is safe for children and all risk assessments are reviewed annually. For example, the new key-fob entry system and high-door opening button improved security at the setting so children are safe and secure. The staff deploy themselves well and the continual supervision of the children adds to their safety.

The joint managers and staff demonstrate a clear understanding about their responsibilities in meeting the learning and development requirements. Staff demonstrate they know their key children well and work closely with parents to highlight children's next steps and interests. Staff complete effective assessments on all children, including detailed termly progress checks, which helps them to monitor children who may need extra support. Children with special educational needs and/or disabilities are supported very well through both timely interventions from the setting's special educational needs coordinator and support from external agencies. Consequently, all children are achieving good progress in all areas of their learning.

The management and staff are dedicated in their goal in providing good local, quality childcare. The long-serving staff work well as a team. All staff are able to contribute to the evaluation of the setting taking pride in their work and the exciting environment they have created for the children. There is clear direction and enthusiasm from the managers, supported by the deputy managers, and this motivates the whole staff team. Since the last inspection, the setting has begun a quality assurance programme on all aspects of their childcare service. Action plans are in place to ensure they continually evaluate and improve their teaching skills and the learning environment for the benefit of the children. Staff supervision and coaching arrangements focus on staff training requirements, in order that staff develop the quality of children's learning continually.

There are strong partnerships with parents and families. Regular stay-and-play sessions allow discussions between parents and their key person, which help parents to understand how their child is developing and learning. Parents comment on the caring managers and staff and appreciate being able to share their child's learning records so regularly.

The setting has good links with other professionals, especially the local school, where they share information with the Reception teachers. This helps prepare children very well for their move into school.

The Childcare Register

The requirements for the compulsory 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	EY421923
Local authority	Gloucestershire
Inspection number	914633
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	32
Name of provider	Mitcheldean Early Learners Committee
Date of previous inspection	17/06/2011
Telephone number	01594 543901

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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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