



Mawney Pre School

Inspection report for early years provision

Unique Reference Number	EY242234
Inspection date	08 June 2005
Inspector	Toni Hanson
Setting Address	The Mawney School, Mawney Road, Romford, Essex, RM7 7HR
Telephone number	07974 104 975 0r 07977 497480
E-mail	
Registered person	Mawney Pre School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Mawney Pre-School is one of two pre-schools owned by Sharon Long in the London Borough of Havering. It opened in October 2003 and is situated in a residential area of Romford, Essex. A maximum of 24 children may attend at any one time. The pre-school is open each weekday from 09:15 to 11.45 during school term time. Children attend for a variety of sessions. The group operates from a demountable classroom within the grounds of Mawney Infants School and has a secure, enclosed

outdoor play area.

There are currently 30 children aged from 2 to under 5 years on roll. Of these 25 children receive funding for nursery education. The pre-school serves the local area. The staff team currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The pre-school employs 6 staff, 3 or 4 work during each session. All of the staff, including the manager hold appropriate early years qualifications to National Vocational Level 2 or 3. One member of staff is working towards a qualification. The pre-school are members of the Pre-School Learning Alliance and are working towards being accredited.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a welcoming, clean and well organised environment. The pre-school's effective health and hygiene procedures and staff good practices ensure children's physical, nutritional and health needs are met well. Anti-bacterial hand washing liquid is used to clean children's hands after they take part in gardening activities and all staff are appropriately trained in first aid. Children have a clear understanding about the importance of good hygiene and personal care, they know they must wash their hands before eating and wear sunhats when playing outdoors in summer. Children learn about healthy living as they talk about foods that are good for you at snack time and take part in National Shades Day. This consists of fun activities designed to promote their understanding of eye health.

Snack menus are healthy, balanced and meet children's individual dietary requirements well. Staff spend time and effort ensuring the food provided is well presented and appealing to children. Children enthusiastically choose from a wide variety of snacks including child size pieces of bananas, apples, sultanas, cucumber and bread sticks when they are hungry. They understand the importance of taking regular drinks to maintain their health and help themselves to fresh water, milk and low sugar juice throughout the session.

Opportunities for children to be active, learn to control their bodies and develop their physical skills both indoors and outdoors are good. They use a broad range of small tools and equipment with increasing control including scissors, dough cutters and small paint brushes. A newly created garden area ensures children have daily opportunities to be active, learn to move safely, climb and balance using the slide, climbing frame and other physical play equipment. They also enjoy digging for mini beasts, building castles and towers with giant bricks and quietly sitting under the tree reading books here.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in an inviting, well maintained, safe and secure environment. The pre-school's well-implemented safety policies and procedures, regular risk assessments and staff's vigilant supervision of children help to protect them from harm. Staff ensure the premises is safe before children arrive through the use of comprehensive daily checklists. Security is a priority. Doors are secured while the session is progress and a 'daily collection book' is used to make sure that children are collected by the correct person. Parents are asked to provide children with appropriate footwear so they can use the slide and other outdoor play equipment safely.

Children confidently use a wide range of suitable, safe and age appropriate toys, furniture and equipment. These are checked regularly to ensure they remain in good condition. The good organisation of play equipment means that children can move around freely, safely and independently and help themselves to resources from tables, trays and boxes at child height.

Suitable child protection procedures are in place to protect children and make certain that concerns about a child are dealt with correctly. All staff have a clear understanding of their responsibilities, two have recently attended relevant training and cascaded the information learnt to the rest of the team. The pre-school's management team make sure that all persons working with children are vetted appropriately.

Helping children achieve well and enjoy what they do

The provision is good.

At the beginning of each session children are warmly welcomed by staff who know them well as individuals. The pre-school's settling in procedures work well. Children enter confidently, settle quickly and eagerly begin to play. Morning registration time is used effectively to encourage children to participate and contribute in a group. They enthusiastically share their news, including a child's bravery when visiting the doctor to get their 'needle' and the present they received afterwards. Children work well together and have good relationships with adults and each other. Staff manage children's behaviour sensitively, helping them to learn to take turns and share fairly.

Children are interested, excited and motivated to learn. They become highly involved in activities that interest them and are able to sit and concentrate appropriately, for example at story time. Children are keen to offer their own ideas and respond well to new challenges, for example using sea weed, rocks and plastic sea creatures to create an aquarium as part of their sea life project. Children have very good opportunities to develop personal independence. Their play equipment is labelled and stored at child level to ensure children can help themselves to what they need. They choose their own snacks and drinks and are keen to help with the washing up afterwards.

The quality of teaching and learning at Mawney Pre-School is good. Staff plan and provide a broad range of interesting indoor and outdoor activities for children each day. More experienced staff interact appropriately in children's play and question them effectively to help them learn. They also act as mentors to newly qualified staff and students to further develop their teaching skills. Staff understand how three and four year old learn and have an appropriate knowledge of the stepping stones and early learning goals. There are appropriate systems in place to observe, monitor and record children's progress and to plan experiences that help children take the next steps in their learning. However, not all activities, resources and teaching methods used offer sufficiently challenging experiences for older and more able children.

A comfortable, inviting book corner is enjoyed by children throughout the morning and is used effectively to develop their awareness of books and the written word. They handle books with care, enjoy looking at the words and pictures with staff and are keen to suggest ideas during story time. Children have frequent opportunities to develop their eye hand co-ordination and early writing skills as they draw with chalk, paint with small sponges and using cutters to make shapes in dough. Staff talk to younger children about the patterns and marks they make which shows them that they value what they do. Older and more able children confidently write their own name on their art work using generally correctly formed letters. There are however, too few opportunities for children to experiment with writing through play, for example use pads and pencils to make 'shopping lists' when playing with the shopping trolley and play food.

Children have appropriate opportunities to be creative. They join in excitedly with familiar songs and rhymes at group time and have frequent access to musical instruments. Children are highly imaginative during role play. They build detailed wooden drills with the construction kits and use these to fix the 'broken' door. Outdoors, children busily barbeque 'sausages' and 'burgers' to serve to 'customers' in their open air café. Although children enjoy exploring the different textures of paint, chalk, glue and dough, some art and craft activities are very adult directed and children do not always have a wide enough range and choice of creative resources to express their own ideas and thoughts through art.

Helping children make a positive contribution

The provision is good.

All children are welcomed and included fully in the life of the pre-school. Staff value and respect children as individuals and work closely with parent's and outside agencies to ensure children's additional needs are met well. Children's self esteem and social skills are promoted effectively. Staff are good role models, manage children's behaviour in a consistent and positive way and in response children's behaviour is very good. The pre-school's 'golden rules' are discussed at group time each morning to ensure everyone knows what is expected of them. Children are very clear about these and know they include 'to not run indoors' and 'to be happy'. Children's understanding of right and wrong is further developed as they respond to gentle reminders to care for their environment, each other and the toys and equipment they use.

Children learn about the world around them through well planned activities and a wide range of toys and books designed to increase their awareness of diversity. They sell multicultural foods in their 'shop', create a rooster wall display for Chinese New Year and make large, colourful paint splatter pictures when learning about the Hindu festival of Holi. Children have appropriate opportunities to explore their local environment. They visit the school to join in with sports day and enjoy regular visits from the librarian and church minister. Children have occasional opportunities to visit local places of interest, for example walking to the post box to post a letter.

The pre-school's positive approach fosters children's spiritual, moral, social and cultural development well. Overall, the needs of the children attending are met well.

Partnership with parents and carers is very good. This contributes significantly to children's well-being. Parents views about their child's needs are actively sought before their child starts attending to ensure consistent care. An effective keyworker system, 'home link' books and regular written reports ensure parents are kept up to date with their child's achievements and progress. The parents notice board and regular newsletters give parents comprehensive information about planned topics and events. These include information about activities parents can provide at home to support their child's learning, for example learning the words of new songs and matching pairs of socks or gloves to further develop their mathematical understanding.

Organisation

The organisation is good.

The leadership and management of the pre-school is good. Children benefit from the enthusiastic, motivated and highly organised management team. There are high expectations for the children's care and education and emphasis is placed on children learning at their individual pace. Staff are clear about their roles and responsibilities and work well as a team. The staff appraisal system, mentor scheme and frequent in-house and external training are used effectively to further develop the staff's knowledge and skills. There is a strong commitment to the continued evaluation and improvement of care practices and the nursery education. All staff are involved in the planning of the curriculum however, planned activities, the resources offered and teaching methods are not consistently monitored to ensure there are always sufficiently challenging experiences provided for older and more able children.

Staff have a sound understanding of the National Standards for Sessional Day Care and their responsibility to comply with these to promote children's well-being. Appropriate systems are in place to ensure staff/child ratios are met, adults working with children are vetted and Ofsted are informed of relevant changes. Records, policies and procedures, which are required for the efficient and safe management of the pre-school, are well organised, comprehensive and stored securely. Parents are provided with high quality written information that ensures they have full details about the pre-school and how it works.

Improvements since the last inspection

Not applicable, this is the pre-school's first Children Act inspection since registration.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- Provide more opportunities for children to express their own thoughts and ideas through art (also applies to nursery education).

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- Further develop opportunities for children to practice their pencil control and early writing skills during play.
- Improve the planning of activities, to ensure there is consistently sufficient challenge provided for older and more able children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk