

# Mepal and Witcham Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	221729
<b>Inspection date</b>	08/12/2008
<b>Inspector</b>	Ruth Frith
<b>Setting address</b>	Mepal Primary School, Brangehill Lane, Mepal, Ely, Cambridgeshire, CB6 2AL
<b>Telephone number</b>	01353 778300
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Mepal and Witcham Pre-school is a voluntary, charity run, small, rural pre-school. It opened in 1996 and operates from a purpose built classroom situated in Mepal and Witcham Primary School. It shares a secure outside area with the school's reception children. The building provides suitable access for those with disabilities. The pre-school is placed on the Early Years Register.

The pre-school serves children from the local area from two to five years of age. There are currently 15 children on roll, including eight government funded three-year-olds and five government funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a few children with learning difficulties and/or disabilities but does not have any children who speak English as an additional language. The pre-school opens five sessions a week during school term times. Sessions are from 09:00 to 11:45. Five staff in total work with the children. Two of these have a Level 3 early years qualification and two are working towards it. The setting receives support from a mentor from the local authority.

## **Overall effectiveness of the early years provision**

Provision is excellent and children respond exceptionally well to the happy, exciting environment. Excellent links with parents ensure that staff have a clear picture of each child's interests and abilities and that parents receive a warm individual welcome. Children are fully included in all activities. Their needs are extremely well met through provision of an exceptionally wide range of stimulating activities which promote learning and maintain the children's interests. Consequently, children thoroughly enjoy their time at pre-school and make exceptionally good progress. They are very well cared for and particularly good arrangements are in place to ensure their health and safety. Outstanding leadership and management and excellent self evaluation indicate that there is good capacity for further improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- implement the plans to develop further children's understanding of how to stay safe.

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

Leadership and management are excellent and reflect the high aspiration of managers. There is a continuous cycle of accurate and insightful self evaluation so staff are clear about what they do well and what they need to do next to improve. Issues identified during the last inspection have been addressed and have led to a

range of improved practices in several areas. The managers have a very good understanding of how young children learn and give a strong lead to other staff who respond very well and share the managers' vision for the setting. Staff fully understand their roles and responsibilities and thoroughly enjoy their work. This is a happy place with much fun and laughter. Staff are well trained and management responsibilities are allocated effectively to ensure the smooth day-to-day running of the pre-school. There are named staff for child protection and for ensuring that children with learning difficulties and/or disabilities are able to participate fully in all activities. Procedures for safeguarding children are robust and risk assessments very thorough. Staff use the accommodation and resources well and provide good opportunities for quality learning outside.

The excellent links with parents through discussion, completing the 'All About Me' booklets and information which shows what children have achieved are very effective in involving them in their children's learning. In addition, parents are encouraged to complete the 'What caught your child's imagination this weekend' board to help plan activities which develop children's learning further. Regular newsletters and the notice board also ensure that parents are aware of what is happening in pre-school and how they can contribute. The very effective role of the key worker results in each child developing strong relationships and becoming confident, as well as providing a good channel of communication between pre-school and home. Parents are very positive about the pre-school and what it provides for their children.

## **The quality and standards of the early years provision**

Children are happy and flourish in this safe and supportive pre-school environment. Staff are enthusiastic and friendly. Their bright and cheery welcome, and clear routines help children to settle quickly at the start of the session. Their good knowledge of the national expectations and requirements for children under five is used exceptionally well to provide an excellent range of activities which matches children's interests and provides a good basis for learning. Consequently, children make exceptionally good progress in their learning and development in relation to their age, ability and starting points. Staff are quick to identify any particularly strengths or talents that children have and provide additional challenge. For example, one young child shows much interest in music and is able to follow a beat very well by using a range of resources. Staff are quick to offer a range of instruments and music which captures his imagination and move his learning forward at a good rate. Very good, regular assessments and observations of learning and achievement take place and are used to identify future activities and build a profile of the child's development. Weekly planning identifies very clearly what staff want children to learn in each session. Activities are very well developed to ensure this learning takes place and that children develop very well over all areas of learning.

A good balance of activities is provided which focus on the children learning alongside an adult or learning through following their own interests. Staff place a high priority on extending children's personal, social and emotional development and excellent progress in these areas is supporting their learning throughout.

Children are encouraged to play purposefully and become creative and imaginative, for example, by making pictures and cards to celebrate Christmas. Their investigative skills are also developed very well as they look through magnifying glasses to discover what happens to the ice they collect from outside. Following their request to break up some of the sheets of ice, they are given safety goggles and encouraged to 'see what happens'. They share resources and work together well, for example, when looking at presents in Santa's Grotto. Basic number, reading and writing skills are developed exceptionally well and children have good opportunities to develop their information and communication technology skills through using the interactive whiteboard. These make a very valuable contribution to their future learning and economic well-being. Children behave exceptionally well because they thoroughly enjoy their learning. They make an excellent contribution by becoming very good learners, making friends and joining in, and responding exceptionally well to those who work with them.

Excellent care and support for children is seen in the high level of commitment and involvement of staff. Staff understand the policies which promote children's personal development and well-being and follow procedures well. Children learn how to stay healthy through adopting good hygiene practices. They wash their hands before snack-time and then learn from the excellent opportunities provided to learn about healthy eating. Children are encouraged to exercise a lot and respond enthusiastically. They learn about staying safe whilst having the freedom to play but staff have rightly recognised the need to develop the children's understanding of personal safety even further. Particularly good links with the primary school encourage their sense of security as they move to their next stage of schooling.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.