

Moulton Pre-school

Inspection report for early years provision

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Inspector Lynn Clements

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Type of setting Childcare on non-domestic premises

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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Moulton Pre-school opened in 1973. It operates from the village hall, situated in Moulton, near Newmarket, Suffolk. A maximum of 24 children may attend the pre-school at any one time. There are currently 28 children from two to under five years on roll. Of these 27 children receive early education funding. The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The pre-school is open Monday, Wednesday and Friday from 9.15am until 12.15pm and operates an optional lunch club until 1.15pm. The pre-school operates during term times only. All children share access to a secure enclosed outdoor play area. Children come from the local catchment area. The pre-school currently supports a small number of children with special educational needs and/or disabilities.

The pre-school employs four members of staff. Of these, three hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and members of staff have a clear understanding about every child in their care which makes sure that the children are fully supported in their learning and welfare. Children are extremely safe and secure in this vibrant early years setting and they enjoy learning about the world around them. Partnerships with others involved with the care and learning of the children is good. Partnerships with parents and carers are exemplary and significant in making sure that the needs of all children are met, along with any additional support needs. Reflective practice is a strength of this setting as clear priorities for future development are identified and the committee and staff team make sure that they respond well to user needs.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the current systems of assessment to ensure that children's next steps for learning are consistently linked to the Practice Guidance for the Early Years Foundation Stage Framework
- develop further awareness of the requirements for Health and Safety Legislation.

The effectiveness of leadership and management of the early years provision

Safeguarding is exceptional. All staff and committee members clearly understand how to protect children from harm. Safeguarding training is regularly updated. Extremely robust procedures are in place with regard to staff recruitment and volunteers who work with the children. The wide range of pertinent policies and procedures, including risk assessments are thoroughly implemented in practice in order to promote the safe and smooth running of the pre-school and to provide very positive outcomes for the children. All training required by legislation is in place including paediatric first aid. The manager has identified developing training in relation to health and safety legislation to further support staff and the setting. Clear induction and ongoing appraisals makes sure that staff are well supported when working with the children. The pre-school is exceptionally well equipped and resourced to a very high standard. The inclusive environment lends itself extremely well to developing children's independence and self-help skills. Excellent child-height storage and attention to planning an exciting and fun learning environment supports all children attending. The manager, staff and committee are taking well-considered steps to ensure that resources and the environments are fully sustainable. There is no bias in staff practice in relation to gender, race or disability and time is taken to find out about and reflect the children's backgrounds within the setting. Children play and learn in harmony together.

Partnerships with other settings are well established and make a strong contribution to children's achievement and well-being. Communication takes place between providers and partners supporting individual children on a regular basis to ensure information is regularly shared and used so all can build on what the children know and can do. The setting has highly positive relationship with all groups of parents and carers. Parents and carers are very well informed about all aspects of their own child's achievement, well-being and development. They are heavily involved in decision making on key matters affecting the setting through well-established and highly inclusive procedures, including self-evaluation. Parents and carers report that they are extremely happy with the setting. They enjoy being consulted and value the opportunities to be involved in their children's formative years. They find the staff team and committee extremely approachable and supportive. They would highly recommend the setting to others and feel their children thrive as a result of the setting they are in.

Actions taken by the setting are well chosen and carefully planned, so that impact is evident in the areas in which it is needed. The manager, staff and committee communicate ambition and drive and secure improvement well. They are confident about what the setting needs to do to improve further and have been successful in making and sustaining improvements. Management systems run smoothly.

The quality and standards of the early years provision and outcomes for children

There is a common sense of purpose between all staff members who work well together to ensure that all groups of children have the opportunity to achieve as well as they can. Children make good progress towards the early learning goals. They also make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. Children are motivated and interested in a broad range of activities and take responsibility for choosing what they do. Staff are vigilant in their observations of the children, picking up on their interests and ideas and implementing them in the setting. For example, a group of children discuss sleeping over at their friends houses. Members of staff take the time to purchase torches and sleeping bags to re-create the role play scenario which is of great interest to the children. This attention to linking planning based on children's interests enables the children to explore their own ideas further. Staff maintain good quality learning records for each child and these clearly reflect the progress they are making. The manager has identified the need to develop the systems of assessment further by ensuring that children's next steps for learning are consistently linked to the Practice Guidance for the Early Years Foundation Stage.

Children have great fun in the setting as they enjoy using their imagination whilst joining in role play games, such as pushing prams around the setting or enjoying their make-believe sleep over. They learn to count in sequence as they make play dough balls, rolling them into shape then counting them one at a time as they place them into their container, confidently counting to 10 with some trying to count beyond this with the sensitive support of a member of staff. Children attempt writing for a purpose, for example writing labels for their crops such as potatoes and sunflowers. They learn about growing different flowers and vegetables, finding out about feeding and watering their plants so they grow. This provides a good opportunity for them to learn about different living things. Children move around their pre-school with confidence, making discoveries for themselves, for instance, they experiment with light, using torches and following the light around the setting. They also problem solve as they work out how to switch the light on and then off, proudly seeking out adults and other children to share their discoveries. Children demonstrate enjoyment as they participate in activities or move around the setting exploring independently and their attitudes towards learning are good as they engage in both child-initiated and adult-led learning opportunities.

All children show an exceptional understanding of the importance of following good personal hygiene routines. They thoroughly enjoy making healthy choices at their cafe style snack bar, learning to interact with others and displaying extremely good table manners. Children have innovative opportunities to engage in a wide range of physical activities, both indoors and out. They gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. For example they clearly enjoy parachute games and action songs and rhymes, learning that they can move their bodies safely in different ways. Children display an excellent awareness of safety issues and recognise and

understand how to keep themselves safe. They show a strong sense of security and clearly feel safe within this setting. Children show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe, for example moving safely and using equipment and apparatus with care. Children are extremely confident and the high quality adult interaction and exemplary organisation of routines helps them to gain an exceptionally strong sense of security within their pre-school.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met