

Matley Pre-School and Out of School Club

Inspection report for early years provision

Unique reference number	EY417159
Inspection date	27/05/2011
Inspector	Sue Rogers
Setting address	Matley Primary School, Matley, Orton Brimbles, PETERBOROUGH, PE2 5YQ
Telephone number	07851 5866649
Email	matley.pre-schol@pre-school.org.uk
Type of setting	Childcare on non-domestic premises

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 1231, 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.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Matley Pre-School and Out of School Club registered in 2010. It is managed by the Pre-school Learning Alliance. It operates from a building in the grounds of Matley Primary School in Orton Brimbles, near Peterborough. Children have access to an enclosed outdoor play area. Access in and out of the setting is via steps and a ramp.

The setting is open five days a week from 9am to 3pm during school term times and out of school care is provided from 7.30am until 9am and from 3.15pm until 6pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children between the ages of two and eight may attend and currently the setting admits children aged from two to eight years. There are 65 children on roll, of whom 41 are in the early years age group. The setting supports children with special educational needs and/or disabilities.

There are nine members of staff who work with the children. Of these six hold NVQs at level 3 and two hold NVQs at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this well resourced setting as they are supported by caring and committed staff. Policies and procedures are robust, subject to regular review and effectively protect children's needs. Partnerships with parents are effective as they are consulted regarding their child's care. Individualised care for all children is at the heart of this setting as staff ensure they work successfully with their partner agencies in accessing support for all children. The setting's staff evaluate their work by consulting with parents, children and stakeholders, demonstrating that there is a good capacity for improvement.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to recognise numerals during their play.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as staff have attended recent child protection training and know the process to follow if they have concerns over a child's care.

Parents are advised of staff's responsibilities and are provided with a comprehensive parents' handbook, which gives them access to all of the setting's policies and procedures. Staff recruitment procedures are robust and prompt, ensuring that all staff are suitable for their role and are vetted appropriately. Good support for staff through ongoing training and their professional development ensures that they confidently support children's learning. The risk assessments are comprehensive and conducted regularly; ensuring children remain safe while they play. Clear guidance for staff and a comprehensive range of written policies and procedures are in place, supporting the effective organisation. Efficient procedures when children are taken to and collected from school ensure children feel continually safe.

The setting is extremely well resourced. Furniture, equipment and resources are of excellent quality and are extremely effective in meeting children's needs and supporting their learning and development. The setting provides care for different ages of children and the equipment reflects the needs of all those that attend. Tables are adjustable in height and both large and smaller chairs are available, ensuring children enjoy their activities in comfort. The outdoor area provides a wealth of opportunities where children can discover new learning opportunities. The premises have been carefully and sensitively planned and organised, making sure that children of all abilities can access all areas with ease.

Parents are included and consulted regularly in respect of their child's welfare and learning. Parents are very pleased with their children's progress at the setting and enjoy good relationships with the staff team. Partnerships with additional agencies are strong. Outside support and guidance is accessed effectively to promote individual learning opportunities for all children. Staff are skilled in ensuring they meet children's individual needs and attend additional training to ensure they are up-to-date and knowledgeable. Staff are self-critical of their work and assess how well they meet children's needs. An evaluation of the setting's effectiveness is ongoing and includes the opinions of parents, carers and children. This helps staff to successfully identify the setting's strengths and areas for development.

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

Children thoroughly enjoy their play, learning and activities in this popular and well equipped setting. Staff have a good knowledge and understanding of the Early Years Foundation Stage framework and though this successfully promote children's progress. Practitioners plan purposeful activities which reflect a range of learning opportunities. Children make good progress through a lively balance of adult-led and child-initiated activities. Routines are flexible and allow children to pursue their own interests.

Children have a good understanding of keeping healthy and safe. They enjoy

nutritionally balanced snacks of toast and fruit and can access these when they wish. Children's independence is well promoted as they spread their own butter onto toast and cut their food safely with a knife. They pour their own drinks and wash their plates when they have finished. Children have ready access to drinks of water as these are available both indoors and outdoors; ensuring children remain refreshed while they play. Children also independently dress themselves as they change their clothes after playing in the water. Those who attend the out of school sessions access the school playing fields, where they play ball games and use the trim trail to develop their physical health. Children keep physically active as they push their scooters up the hill and excitedly enjoy the journey downhill. They skilfully roll in the hamster wheel and balance carefully on upturned logs and tyres. Children's feelings of safety are well promoted as staff supervise them at all times and offer gentle reminders about hazards and road safety.

Children thoroughly enjoy water play as they take off their shoes and socks to paddle in shallow water and then carefully travel to the sand pit where they explore the properties of sand. They experiment with cause and effect as they pour water through funnels into pipes and estimate how long it will take for it to reach the other end. Children's understanding of the natural world is extended as they study x-rays of the human body using a light box. There are many opportunities for children to extend their creative ideas. They paint real life scenes and concentrate carefully as they transfer what they see into recognisable images. Imagined play scenarios are popular and children dress up and use the play house to further develop their ideas. Innovative changes to the environment reflect children's interests. Several children discuss which hairstyle they would like in the role play hairdressing salon, which helps them to develop their language skills. The white boards in the outdoor area encourage children to mark make and form letters as they play. Although children use numbers to count, there are limited opportunities for them to practise their number work during play. Reading opportunities are plentiful and children listen intently during the well-organised story time. They have ready access to books and enjoy one to one attention as they share a story with a member of staff.

Children who have special educational needs and/or disabilities receive good care as staff monitor their progress and liaise with additional agencies so specialised support is used to further their progress. Throughout all children's activities staff support children's learning very well. Individual assessments plot children's progress against the early learning goals and plan for the next steps in their development. Children are motivated and interested to learn. The ongoing two-way exchange of information between nursery and home has a positive impact upon children's welfare. Parents and carers are welcomed into the nursery by friendly and approachable staff, enabling information to be shared readily on a daily basis. Children enjoy learning about different cultures, countries and beliefs and regularly engage in topic work which promotes the diversity of their world. Overall, children are learning good skills which will assist them well in the future.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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

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