

Martley & District Pre-School

Inspection report for early years provision

Unique reference number 205291
Inspection date 06/07/2011
Inspector Parm Sansoyer

Setting address Martley First School (The Old Hut), Martley, Worcester,
Worcestershire, WR6 6QA

Telephone number 01886 889127

Email

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).

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

Martley and District Pre-School is a committee run group that was registered in 1991. It operates from a building within the grounds of Martley C of E Primary School in the village of Martley, Worcestershire. There is a fully enclosed area for outdoor play. The pre-school serves the village and surrounding areas

A maximum of 20 children from two to eight years may attend at any one time. There are currently 36 children on roll in the early years age group attending the pre-school. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They also provide a before and after school service. Currently there are 30 children on roll, of whom 14 are aged between five and eight years and eight are in the early years age group. The pre-school is in receipt of funding for the provision of free early years education places. The pre-school supports children with special educational needs and/or disabilities.

The pre-school sessions run from 9am to 3.15pm and the out of school care runs from 8am to 9am and 3.15pm to 6pm, during the school term. There are nine staff employed to work with the children. Of these, one holds Early Years Professional Status, three hold a qualification at level 3 in early years, two hold a qualification at level 2 in early years, and three are unqualified. One member of staff is currently working towards a qualification at level 3 in early years. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are valued, content and comfortable within this inclusive and welcoming pre-school. An interesting and well-equipped environment, along with positive teaching methods, are mostly used effectively to help children make good progress in their learning and development. There are effective procedures in place to ensure all children are kept safe and all staff have a good understanding of safeguarding issues, although written risk assessments are not sufficiently detailed. Relationships with parents and carers and the host school and agencies are strong at all levels. Those in charge have good aspirations for quality and consistently secure improvement. The pre-school is well placed to continue progressing in the future.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of risk assessment identifies all

31/07/2011

aspects of the environment and shows when and by whom they were checked.

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

- provide increased opportunities for children to make connections and consider concepts, such as weight, measurements and capacity to extend children's learning
- develop further the use of planning to ensure the learning intention of all activities is clear, to maximise the learning potential of all experiences.

The effectiveness of leadership and management of the early years provision

There are clearly written policies, strategies and procedures in place to ensure the safety and welfare of children. All staff have a good understanding of their roles and responsibilities in relation to safeguarding children. There are effective procedures in place to ensure adults caring for children or having unsupervised access to them are suitably vetted, qualified and experienced. Staff supervise the children well and take positive steps to ensure all hazards to children are kept to a minimum. Consequently, children can move freely and safely both indoors and outdoors. However, the written risk assessment does not fully include all aspects of the environment that need to be checked and detail when and by whom they were checked. This is specific legal requirement of the Statutory Framework for the Early Years Foundation Stage, which has not been met. All other required records, policies and procedures are in place and help secure children's health, welfare and safety.

The good organisation of the educational programme, equipment and resources offers rich, varied and imaginative experiences that help children make good progress in their learning and development. The environment, both indoors and outdoors, is managed very well and outcomes are clearly attributed to the imaginative use of resources and effective deployment of staff. Children enjoy a good balance of adult-led activities and opportunities to freely choose, explore and discover with curiosity. Systematic observations and assessment of what the children do and like are used effectively to guide planning and extend children's learning. However, on occasions the learning intention of some activities is not always clear and, therefore, the potential of these experiences is not always fully maximised. The person in charge is also involved with the care of the children and her vision for continuous improvement is shared by the whole staff team. There is a strong commitment to bringing about sustainable improvements and all staff are motivated and supported well to further raise their skills and qualifications. Self-evaluation is accurate and realistic and involves the staff, committee members and parents. All the recommendations from the last inspection have been fully addressed and therefore outcomes for children have improved in their safety and welfare.

Each child has an assigned key worker which means staff have a good knowledge

of each child's background and needs, and are able to meet these individual needs well. Children with special educational needs and /or disabilities are included, valued and supported well. Effective communication with parents, carers and any professionals involved with children means effective adjustments are made to meet their individual needs. Parents are kept well informed about the provision and about all aspects of their children's achievements and progress. Parents and carers are positive about the setting and are actively involved in supporting their children's learning. Partnerships with the host school and other agencies are effectively established to help support transition and continuity of their education and care.

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

Children's personal, social and emotional development is supported very well. Positive relationships with the staff help children gain a real sense of belonging. They develop their confidence well as they move around their environment and staff offer good support to get them all actively involved. Children achieve well because all children are involved, busy and occupied with the wide range of opportunities on offer to them. They show very good levels of curiosity and sustained interest in their chosen play. Children are well behaved and learn about sharing and taking turns due to the consistent support they receive from the staff group. Children attending the before and after school sessions also enjoy this relaxed environment, which complements their school day well. They mostly engage in spontaneous play and make good use of what is made available.

Children's communication, language and literacy skills are supported well. Children develop a keen interest in books because staff are skilled in encouraging children to enjoy stories. For example, a variety of interesting books and story aids are used and made easily accessible, which capture the children's interest. Children develop their spoken language and listening skills through sharing conversations with adults who show a genuine interest in their play and interactions. Children build good foundations for early literacy through having good opportunities to make marks, make sense of visual signs and symbols and to recognise their own names. Older and more able children have few opportunities to link sounds and letters during their play. The forest area offers excellent opportunities for children to explore and find out about plants and creatures in the natural habitat. For example, children show a keen interest in bird watching and learn how to attract and care for the natural wildlife. They learn about natural habitats and how to recreate these conditions as they look for insects under logs, bricks and in cups. Children benefit from meaningful experiences as they plant and care for flowers, fruits and vegetables, which they help to pick and wash in preparation for eating. Children also begin to learn about the importance of recycling as they dispose of left over fruit and vegetable peel in the compost bin. Children gain an understanding of diversity through well planned themed activities, such as cooking a variety of foods from around the world. Children have good opportunities to

explore and investigate. For example, children use torches in the tent indoors and consider light, reflection and shadow. They use a good range of programmable toys, cameras and the computer to further extend their learning and play.

Children's problem-solving, reasoning and numeracy skills are building well. They seek patterns, count, sort and match. Children learn about early calculation as they participate in singing number rhymes. They have good opportunities to problem solve as they build with construction toys and complete puzzles. However, more able and older children have fewer opportunities to freely use the sand and water play to consider concepts, such as weight, measurement and capacity or to make connections and recognise and work with numbers. They enjoy a wide range of experiences to express their creativity and imagination through experiencing a variety of arts and crafts materials and using the role play areas and creating music.

Children learn how to stay safe and this is demonstrated well through their play. For example, children learn how to manage risk as they learn how to stay safe around the camp fire, and how to use rope safely. The extent to which children adopt healthy lifestyles is outstanding. Children benefit from continued access to fresh air and the outdoor environment throughout the session, which contributes significantly to their health and well-being. Children grow in confidence very well as they take manageable risks in their play. For example, both boys and girls climb the trees and use the rope swing confidently and competently. Children are given sufficient time to use the range of equipment to practise new and existing skills to increase and test their strength. Children benefit from a healthy snack and show a comprehensive understanding of making healthy choices from their lunch boxes and the benefits of fresh produce. They are extremely aware about the importance of adopting positive personal hygiene practices and staff adopt effective hygienic practises to prevent the spread of infection. They successfully develop skills that contribute to their future economic well-being through becoming active and inquisitive learners, which contributes well to helping children develop skills for 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	2
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	1
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

