

Mawney Pre School

Inspection report for early years provision

Unique reference number	EY242234
Inspection date	13/06/2011
Inspector	Gill Walley

Setting address	The Mawney Foundation School, Mawney Road, Romford, Essex, RM7 7HR
Telephone number	07974 104 975 0r 07977 497480
Email	trinity.preschool@btinternet.com
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

Mawney Pre-school is one of two pre-schools owned by Sharon Long in the London Borough of Havering. It opened in 2003 and serves the local area. It operates from a classroom and a secure outdoor play area within Mawney Foundation School which is situated in central Romford. The pre-school is open Monday to Friday 9.00 a.m. to 12 noon during school term time only. The setting is registered on the Early Years Register to care for 24 children aged 2 years to 5 years. Currently there are 28 children on roll who attend for a variety of sessions, some of whom receive funding. There are four members of staff working within the setting each day, three of who have qualifications to NVQ 3 and one to Level 2. The pre-school can support children who have special educational needs or who are learning English as an additional language. It works very closely with the local authority, the adjoining school and the partner pre-school.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Mawney Pre-school is an outstanding setting where all children make very good progress through interesting and extremely well-planned activities. There are extremely strong links with parents, with the local authority, and a close partnership with the adjoining school. The manager and her staff have a very accurate understanding of the preschool's strengths and constantly strive for improvement, for example by redesigning the new classroom to give the children the best opportunities for learning. They evaluate the provision and its procedures rigorously to identify what they might adapt. Consequently the pre-school has an outstanding capacity to improve.

What steps need to be taken to improve provision further?

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

- develop more opportunities for children to learn in the outdoor area, for example by growing plants and vegetables

The effectiveness of leadership and management of the early years provision

Staff demonstrate a thorough understanding of safeguarding and attend training regularly. They fully implement policies and procedures to ensure children's safety

and are always extremely vigilant. Policies are reviewed frequently. There are robust recruitment and vetting procedures so that all adults who have contact with the children are suitable. Security is very good because doors are locked and children are always carefully supervised. Risk assessments are very rigorous and carried out regularly to reduce the risk of accidents. Children practice fire drills very regularly so that they become completely familiar with the routine. They are encouraged to take responsibility for their own safety, for example when playing outdoors.

Partnerships with parents and carers are outstanding. They receive regular information through discussions with staff and newsletters. They communicate with their child's key worker through a daily diary. They say their children thoroughly enjoy their time at the pre-school and feel they make especially good progress in their social skills, their understanding of letters and sounds and they also gain confidence. Parents and carers also attend consultation meetings and come in to play with their children so that they understand how the children learn and how they can help them further at home. Parents can contribute to planning by telling the staff what their children have enjoyed doing at home. Partnerships with the adjoining school are exceptionally strong, for example, the children share the school's outdoor environment and use the music room. There are close links with school staff so that information is exchanged and children have a very smooth transition to full-time education. There are very strong partnerships with outside agencies to support children with special educational needs and/or disabilities, and those who speak English as an additional language. The setting also works very closely with its partner pre-school to share best practice, resources and training opportunities for staff.

The pre-school is extremely well led and managed with an excellent focus on driving improvements both in provision and in children's achievement. Staff meet regularly to discuss planning and areas for improvement. There are very good self-evaluation systems which include parents' and children's views. The layout of the new classroom has been developed well and provides many exciting opportunities for children to play and learn together. The outdoor area is now being developed but currently does not provide many opportunities for children to learn about plants and the environment. The owner and manager embeds her high ambitions very well so that the children make extremely good progress. The manager tracks the children's progress rigorously and uses this information well to ensure that they all make consistently good progress in all areas of learning. The pre-school has fully addressed the recommendations from the previous inspection. In particular, staff provide many more opportunities and resources for children to develop their early writing skills. The children have many opportunities to develop their creative skills, for example through painting, collage and model making. The manager has led training for staff on developing children's knowledge of letters and sounds so that the most able are challenged well.

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

Children achieve very well in all areas of learning because activities are well-planned and linked well to their favourite stories. Children behave extremely well and are kind, thoughtful and considerate towards one another. They contribute well to the smooth running of the pre-school by sharing their toys very well and helping with tidying. Staff have a consistent approach to managing the children's behaviour and have excellent relationships with them. They know each child as an individual and through their observations they assess the progress each child makes. This information is used most carefully to plan new learning that meets individual needs and provides a wide variety of experiences for each child. Children learn to take turns and the staff praise them constantly to develop their confidence and self esteem. Festivals such as Chinese New Year enrich their experiences and give them an excellent understanding of other lifestyles, customs, dress and food and they play with toys, puzzles and dolls which help them to understand diversity. Children with special educational needs and/or disabilities, speech delay and those who speak English as an additional language, are fully included in activities and staff adapt activities very well to support them.

Children make healthy decisions at snack time and learn about the importance of taking exercise. They develop a very good understanding of keeping healthy and safe. They take responsibility by wiping the table clean before snack time and they learn about the needs of others by raising money for charity. They develop their physical skills well as they ride their bicycles and play ball games. They learn how to solve problems and the adults challenge them with questions about their learning. For example, when talking about the story of the Three Billy Goats Gruff they compared the sizes of the goats and they looked at how bridges are designed. Boys especially enjoy role play in the castle. Children feel safe. They learn how to cross the road safely and benefit from talks on safety from the fire and police services. They find out a great deal about the world around them through visits to local places such as the local shops and park. The indoor environment is rich in letters and numbers so that children can learn very well independently. The staff also use every opportunity to reinforce and extend children's learning, for example by counting the pieces of fruit at snack time.

Children are very keen to participate in a good range of interesting activities. They develop very good creative skills, for example when making rabbit masks at Chinese New Year. They develop good speaking and listening skills because the manager has implemented effective strategies such as the talking tent. Children can count and identify letters and shapes. They practice their counting skills through singing songs and nursery rhymes and they learn about sound when they have visits from a music teacher. They learn about how plants grow by growing bulbs and vegetables indoors but do not have many opportunities to learn about the outdoor environment. Children gain a wide range of skills to help them prepare for their future lives.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	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

