

# Martley & District Pre-School

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

<b>Inspection date</b>	01/03/2013
Previous inspection date	06/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are purposeful learners who relish rewarding activities, the stimulating and well-resourced surroundings, and the staff's enthusiastic support.
- Staff capably adapt their teaching, support and resources to cater for children's differing abilities, characteristics and interests so that every child progresses well.
- High priority is given to working effectively with parents, the school and other agencies. Comprehensive information sharing and a commitment to achieving agreed tailored support for children and families contribute significantly to the staff's success in meeting children's needs. This also ensures that any concerns about their welfare, development or well-being are promptly addressed.

### It is not yet good because

- Management and accountability arrangements between the committee and staff are not clearly defined. As a result, Ofsted has not been notified of changes to the committee within required timescales. The committee is not consistently involved in supporting staff in their professional development or in evaluating all aspects of the pre-school's provision.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the pre-school's indoor and outside learning environment.
- The inspector held meetings with the pre-school manager, deputy manager, special educational needs coordinator and representatives of the management committee.
- The inspector spoke to staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff working with children and procedures for assessing the suitability of members of the management committee.
- The inspector looked at and discussed the pre-school's safeguarding, behaviour management, complaints and risk assessment procedures and associated records.
- The inspector looked at a sample of other policies and records relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at and discussed the pre-school's monitoring and evaluation procedures, including the self-evaluation form.

**Inspector**

Rachel Wyatt

**Full Report****Information about the setting**

Martley and District Pre-School is a committee-run group that was registered in 1991. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a building within the grounds of Martley C of E Primary School in the village of Martley, Worcestershire. There are fully enclosed areas for outdoor play, including an area for children's weekly Forest School activities. The pre-school has close links with the primary school and serves the village and surrounding areas.

The pre-school employs seven members of childcare staff. The manager has Early Years Professional Status and all staff hold appropriate early years qualifications to at least level 2 or 3. Volunteers and bank staff also work at the pre-school.

The pre-school offers sessions for children aged from two to four years, and before and after school care for pupils of the primary school and local high school. There are currently 60 children aged from two to 13 attending the pre-school, 33 of whom are in the early years age group.

The pre-school opens Monday to Friday during school term time and, subject to demand, operates a holiday club during some school holidays. Sessions are from 8am until 6pm with before school sessions from 8am to 9am and after school sessions from 3.15pm to 6pm. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-olds. It is a member of the Pre-School Learning Alliance and is a registered eco-setting.

**What the setting needs to do to improve further****To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve monitoring and accountability arrangements to ensure prompt notification to Ofsted about changes which affect the pre-school
- develop the committee's role with regard to the management and professional development of staff.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children experience a rewarding educational programme that caters for their needs and interests, and helps them to make good progress in all areas of learning. Staff regularly observe children, recording their findings in learning journeys, which children and their families enjoy looking at during regular meetings with key persons. There is some inconsistency in the frequency and accuracy of some staff's monitoring of children's progress, but overall the manager and key persons have a sound knowledge of children's starting points and ongoing learning and development needs. They meet regularly to discuss children's progress and next steps, and reflect these in their planning and organisation of worthwhile activities and experiences.

Children make good progress in all areas of learning. Staff focus on ensuring they have the skills and attitudes required for the next stage in their learning, including moving on to school. They enthuse and interact well with children, ably promoting and developing their understanding and skills. They foster children's interest and involvement, helping them to concentrate and persevere, and encourage their curiosity, thinking and creativity. Staff appropriately adapt their planning and provision of activities and resources, for example, to focus on key skills, such as number, letters and sounds, cater for children's particular interests or emphasise aspects of good behaviour. They work with parents and other agencies to tailor activities and support for children who need additional help, for instance, to speak more clearly, or to develop their understanding or relate better to others. Staff also effectively extend the learning and skills of children who are making exceptional progress, for instance, in their literacy or physical skills.

Children are purposeful as they act out roles, develop scenarios with small world figures and toys, create colourful pictures and collages, and make interesting models and structures. They are increasingly confident about taking the lead in activities and discussions. During circle time they eagerly help a member of staff to lead the 'welcome' song and readily select songs and stories for everyone to enjoy. Staff effectively encourage children to sit, listen and concentrate, often using additional prompts to reinforce these skills, such as fun verbal reminders which children often repeat, puppets or special cushions for them to sit on. Children enjoy listening to and discussing features of stories, some of which they readily recall by themselves. Children are increasingly competent in recognising letters and sounds, especially those featured in their names. They are physically active, competently balancing and climbing on a range of apparatus, and pedalling and steering various wheeled toys. Children relish being outdoors, benefiting from excellent facilities which enhance their learning. They observe, investigate and construct with a range of different materials and very much enjoy the challenges of Forest School activities.

Effective partnerships with parents, carers and the school underpin the pre-school's provision for children's learning and development. Parents are kept well informed about their children's activities and experiences, including having regular written feedback in their child's diary. Parents' views help staff to assess children's starting points and needs.

Many parents express their appreciation for the way staff listen to and respect their views about how to address their child's individual learning and development needs. They welcome having regular opportunities to talk to their child's key person about their child's progress and to agree next steps. The whole family may attend these meetings, everyone enjoying looking at a child's learning journey. Parents are encouraged to follow up their child's learning at home, for instance, through the pre-school's well-organised and popular book loan scheme.

### **The contribution of the early years provision to the well-being of children**

Overall, the pre-school promotes children's well-being. However, delays in ensuring new committee members' suitability checks are initiated impact on children's welfare. In other respects, children are happy and settled. They form positive relationships with the staff, who are kind, approachable and fun to be with. Staff and parents successfully work together to ensure each child is supported and reassured when they start at pre-school. As a result, they soon settle, becoming confident and getting to know daily routines and activities.

Children are well prepared socially and emotionally for moving on to school. They are eager to join in and are inspired to learn, responding positively to the staff's enthusiasm and the inviting, well-resourced indoor and outside learning areas. Managers and staff consistently encourage children to have good relationships with each other, form friendships and play cooperatively. They are given appropriate help and guidance so they know what is expected of them and how to behave well. The pre-school's 'golden rules' and other aspects of good behaviour, including managing feelings, are regularly discussed and children often repeat key messages, for instance, about good sitting, looking and listening. Children follow staff's requests and are keen to help, for example, passing round plates and cups at snack time. Any misbehaviour is tackled sensitively, including providing children with additional support and offering guidance to parents. For example, staff do their best to encourage parents to follow the same behaviour management strategies at home to ensure consistency and continuity for children.

Children's independence is also fostered well in readiness for school. They readily make choices about what they want to play with. Children are encouraged to look after their possessions and to do things for themselves, such as getting dressed for outside play. Staff and parents work together to help children manage their personal needs and hygiene, such as toilet training. Children develop a good understanding of how to behave safely and sensibly while they use tools, physical play apparatus and wheeled toys, and take part in more physically challenging activities, such as Forest School. Staff carefully and appropriately guide children in talking about their personal safety, managing feelings and developing their awareness and confidence. Recently there has been a more concerted focus on these issues through a planned programme of daily activities, stories, role play and discussions. Children are also taught how to care for their own and others' well-being. They clearly understand the importance of keeping fit and healthy. They eagerly take part in physical activity, eat well and are increasingly independent in managing their personal care, toileting and good hand washing. Children have a sound understanding of how to care for living things, including looking after the pre-school fish

and contributing to recycling, composting and caring for the outdoor environment as part of the pre-school's exceptional conservation programme.

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

The pre-school has failed to notify Ofsted of changes to the management committee in accordance with the requirements of the Statutory Framework for the Early Years Foundation Stage and the requirements of the Childcare Register. Although new committee members have been in post for just a short period of time, their suitability checks have not been initiated by Ofsted within required timescales. However, the risk to children is minimal because committee members do not have direct or unsupervised contact with them. Some of the new committee members already have suitability checks in their other roles. During the inspection the manager took immediate action to notify Ofsted of the changes and to send the relevant application forms to the people concerned. Committee officers and the pre-school manager recognise there is scope to clarify responsibilities and procedures for notifying Ofsted about changes to the committee and for ensuring new members' checks are completed promptly.

Other aspects of safeguarding are exemplary. The manager and staff sensitively observe and monitor different aspects of children's care, welfare and behaviour. They consistently and routinely talk to parents about any accidents or existing injuries, any concerns about children's health or hygiene, and any changes in their child's demeanour or behaviour. They take prompt action to address any concerns, in line with the pre-school's policies and local safeguarding guidance. The manager and staff are dedicated in their efforts to work professionally with parents and other agencies, such as the local children's centre and the inclusion team. They work together to accurately assess individual children's and families' needs and to put in place appropriate strategies and levels of support. Concerns have been raised in relation to strategies for managing children's behaviour and information sharing with parents. The manager appropriately obtained advice from other agencies to focus on best safeguarding practice, implementing their advice. Strategies to minimise the reoccurrence of any unwanted behaviour have been put in place and communicated appropriately and confidentially. Evidence gathered during the inspection shows that on the occasions staff managed children's behaviour they calmly intervened, stopped the behaviour and spoke to each child individually to explain why what they were doing was wrong.

Staff's suitability is carefully checked and monitored. The manager and her deputy also implement effective staff development, appraisal and training procedures so that everyone confidently and ably carries out their duties. They have ready access to training, including attending priority courses, such as safeguarding, first aid and food safety. The staff team meet regularly to review the impact of their work on children's learning, progress and well-being and to plan ahead. However, the management committee has limited involvement in formally reviewing the staff's performance and work with the children or in evaluating the pre-school's overall effectiveness. In all other respects, the committee, manager and staff are dedicated and successful in driving forward improvements. For example, consistent improvements to indoor and outdoor areas have enhanced children's enjoyment and

purposeful learning. The manager is particularly inspirational and innovative in the way she promotes sustainability and commitment to conservation, resulting in the pre-school's energy supply now being totally provided by solar power.

Strong partnerships with parents and carers and the local school, and positive links with other agencies underpin the pre-school's ethos of catering for each child. The mutually well-established relationship with the primary school ensures children are well prepared for moving on to full-time education. For example, pre-school children and staff attend stay and play sessions at the school and they often use the school's outdoor play areas and equipment. The pre-school's fun and rewarding before and after school sessions enable younger children to mix and play together with school-age children. Pre-school staff support parents in settling children into school and provide teachers with their assessments of children's progress. Staff from the school and pre-school regularly work together to provide activities and resources to benefit all the children and also to cater for specific needs. For example, guidance and training provided by the school has contributed to the pre-school's successful teaching of phonics and children's enthusiasm for and good progress in using and recognising letters and sounds.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of changes of circumstance, such as the changes to people, as soon as possible and no later than 14 days after the change occurs (Providing information to Ofsted) (compulsory part of the Childcare Register)
- inform Ofsted of the following: the name, date of birth, address and telephone number of any member of the governing body (Changes to people) (compulsory part of the Childcare Register)
- inform Ofsted of changes of circumstance, such as the changes to people, as soon as possible and no later than 14 days after the change occurs (Providing information to Ofsted) (voluntary part of the Childcare Register).

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	205291
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	906511
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Martley & District Pre-School
<b>Date of previous inspection</b>	06/07/2011
<b>Telephone number</b>	01886 889127

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, or email [enquiries@ofsted.gov.uk](mailto: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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

