

# Mawney Pre School

The Mawney Foundation School, Mawney Road, ROMFORD, RM7 7HR



## Inspection date

16 July 2015

Previous inspection date

13 June 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Staff fully understand the importance of helping children to form strong bonds and attachments with their key persons. These excellent relationships help children to settle well and develop a sense of security.
- All staff are fully aware of how to safeguard the children in their care. They have an exceptional understanding of their responsibilities to protect children and a sound knowledge of local safeguarding procedures. Children are safe in the pre-school because staff thoroughly assess risks in the environment and on outings.
- Children behave exceptionally well. Staff help children to understand the expectations by frequent discussions and the effective use of visual displays.
- Staff work extremely closely with parents. They ensure that parents are fully involved in their children's learning. They provide home-link books giving details of children's routines and activities to help parents continue their children's learning at home.
- Staff make exceptionally strong partnerships with teachers from local schools. They help children to become familiar with teaching staff when they visit and spend time in the classrooms. They ensure a smooth process for children who are moving on to school by visiting with parents to aid their settling in.
- The management team has robust procedures for staff supervision. It effectively monitors staff practice and the activities provided. This ensures that teaching is consistent across the pre-school, staff feel supported and children achieve exceptional outcomes in their learning.
- The management and staff continually reflect on their practice and evaluate their service. They are prompt to take action to drive ongoing improvement.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- continue to develop opportunities for the two-year-olds who enjoy learning in the outdoor area.

### Inspection activities

- The inspector observed staff interaction with children, indoors and outdoors.
- The inspector held discussions with staff and spoke to children during the inspection.
- The inspector spoke to staff about their observation and assessment methods and how they plan for children's development.
- The inspector spoke with several parents and took account of their views.
- The inspector examined records of children's progress, staff suitability, staff planning, curriculum and quality assurance documentation, self-evaluation, and policies and procedures.

### Inspector

Jennifer Forbes

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Staff provide children with exceptionally high-quality learning experiences that meet all the areas of learning, indoors and outdoors. Older children have free access to the outdoor environment in all weathers. This helps them to learn about the different types of clothing to wear for the climate. Opportunities for outdoor play for the new intake of two-year-old children are not so thoroughly established. Staff provide excellent opportunities for children to develop their communication and language, physical and social skills outdoors as they play together in large groups. For example, children thoroughly enjoyed pretending that a large, coloured parachute represented the ocean. They made small waves and large waves using large body movements to strengthen their muscles and develop their coordination. They learned to cooperate with each other as they bounced a ball onto different coloured triangles on the parachute's surface. Children cooperate with each other indoors as they play games in small groups. They are exceptionally patient as they wait for their turn. They sit quietly and listen, which means they are exceedingly well prepared for the next stage in their learning.

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

Children are confident and self-assured. They make outstanding progress in their learning because staff work exceptionally hard to ensure they achieve their goals and are ready for school. Staff displayed many 'wow' notes contributed by parents, staff and other professionals, highlighting children's excellent achievements. Children learn exceptional skills of independence as, during the inspection, they help staff to tidy up ready to greet their parents as they arrive for their leaving presentation. Children show a great sense of pride as they collect their certificates. Parents are proud of their children and are full of praise for the dedication of the staff team in supporting their children to achieve. Children with special educational needs and/or disabilities and those who are learning to speak English as an additional language make excellent progress. Staff tailor their planning and teaching to each individual child to ensure they achieve to the best of their ability.

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

Staff have a thorough knowledge and understanding of the requirements of the Early Years Foundation Stage. They use the skills they have gained through quality assurance, qualifications and training to secure exceptional outcomes for the children. They very successfully observe and assess children at play to effectively plan for the next steps in their learning. Any gaps in children's learning are thoroughly analysed and speedy intervention is sought from external agencies. This ensures that all children and families are exceptionally well supported. The staff team works exceedingly well together and this ensures consistency in teaching.

## Setting details

<b>Unique reference number</b>	EY242234
<b>Local authority</b>	Havering
<b>Inspection number</b>	826470
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Sharon Elizabeth Long
<b>Date of previous inspection</b>	13 June 2011
<b>Telephone number</b>	07974 104 975 Or 07977 497480

Mawney Pre School registered in 2003 and is situated in Romford, in the London Borough of Havering. The pre-school is open from 9am until 12 noon each weekday and from 12 noon until 3pm every day except Wednesday, during school term time only. There are eight members of staff, all of whom hold early years qualifications at level 2 or level 3. The pre-school receives funding to provide free early education to children aged two, three and four years. They support children with special educational needs and/or disabilities, and those who are learning to speak English as an additional language.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). 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).

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

