

# Meppershall Pre-School

Inspection report for early years provision

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**Unique reference number**

219293

**Inspection date**

22/04/2009

**Inspector**

Lynne Kathleen Talbot

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

## 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.

## **Description of the setting**

Meppershall Pre-School registered in October 1992 and has been in operation since 1984. The provision operates from the village hall located in Meppershall, Bedfordshire. The premises is accessible with no steps and wide doorways. Children have access to an enclosed outdoor play area.

The provision is open each weekday during term time on Monday, Wednesday and Friday from 09:30 to 12:00, with lunch club from 12:00 to 12:45 and afternoon session from 12:45 to 15:15. Tuesday and Thursday sessions are from 09:30 to 12:00. A maximum of 30 children may attend the provision at any one time. The setting receives funding for Nursery Education. The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register.

There are currently 38 children on roll, all of whom are within the Early Years Foundation Stage (EYFS). Six children attend other settings such as the early years unit of the local primary school or childminders. There are nine staff members and of these, six hold relevant childcare qualifications.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Planning for EYFS is largely child-led and ensures that children receive experiences that foster good progress. Staff create a very welcoming environment, using daily and annual risk assessments for the premises, making sure that children are safeguarded, their welfare needs met and that each child is fully included. Effective links with parents involve them in the day-to-day well-being of their children and those secure relationships help children thrive. Relationships with other settings are largely established to assist children's development. Procedures for self-evaluation are secure and ensure continued improvement and outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- involve parents and families in the learning programme to establish a baseline assessment for children's development and ongoing assessment.

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

- carry out a full risk assessment for each type of outing undertaken, which includes an assessment of required adult: child ratios, and ensure this is reviewed before embarking on each specific outing (Safeguarding and promoting children's welfare).

11/05/2009

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

Comprehensive policies and procedures ensure that all children's needs are met. Staff use effective daily and annual risk assessments to check that hazards are minimised. Robust safeguarding procedures ensure that children are protected. Security is closely monitored and written procedures are in place where children are to be collected by someone other than their parent. However, whilst a check is completed informally there is no current risk assessment completed for each type of outing and this means that children's safety could be compromised.

Staff show a genuine desire to promote the best care and opportunities for children. They review and update training such as fire safety, Common Assessment Framework (CAF) assessment and EYFS; this ensures continued development. There is a clear recruitment and induction system for staff meaning that all staff are aware of their roles and responsibilities. Each staff member wears a waist-bag containing equipment to call an emergency evacuation; this adds to the clear steps for safety. The self-evaluation system is secure and developing. It indicates that the staff group recognise their strengths and areas for development and have systems for continued improvement.

The staff group work well with parents using newsletters and questionnaires as well as thorough inductions to promote a general exchange of information. Individual learning plans for children are developed and passed to parents with suggestions of possible activities to pursue in the home. However, parents are not yet involved in a system to establish a baseline starting point for development on entry to the group nor are they actively contributing to the progression. This means they are not fully involved in their child's learning journey. Systems are developed to involve parents and children with English as an additional language such as learning key words or involving exterior services for translation. The setting maintains good links with other providers of EYFS sharing individual learning plans and records of achievement with permission from parents.

## **The quality and standards of the early years provision**

Children are consistently offered a stimulating range of activities that help them to make good progress in all areas of learning and development. Resources are plentiful and stimulating, children use them to adapt and extend their play. For instance, children packing role play equipment into a large bag state, 'we are going on a journey', and move around the premises discussing how they will travel and where they will go. This activity is fully supported by staff who recognise the value of children extending their imagination. Observation and assessment by key persons is systematic and makes use of narrative observations. Children's interests are closely monitored and an individual learning plan is developed identifying targets for development across all six areas of learning which then feeds the planning and activities. A clear progression file is built for each child but this does not build from a baseline assessment; therefore, staff are unable to accurately track children's progress since admission.

Children are extremely skilled and confident with mark-making. For instance, they use clipboards writing lists, menus, registers and write their name on a list to take their turn at activities. They count during everyday play where they predict how many people may sit at snack, estimate how much longer one person may take to finish an activity, and use terms such as half or quarter with some accuracy. Children enjoy making charts to note and identify how many children have enjoyed certain foods at snack. Children are very skilled at using the computer and other technology. They complete programmes such as the 'Vet' programme where they are interested in the audio comments, listening and retelling each other the facts relayed. They avidly complete jigsaw-letters puzzles on screen to make up words identifying the letters and 'reading' the three-letter names of animals such as cat, dog and pig. Children are socially adept and set the timer for five minutes to take turns, writing their names on a sheet and moving quickly when their turn is complete. These skills will benefit them in their future life in the community.

Children show delight and interest in their local community. The topic 'Our World', introduced to focus on both their local community and then broaden to the world, engages them in identify photographs of their villages and discussing the purpose of the building such as the baker's or the church. They delight in telling adults the village hall is 'where we are now!'. Children enjoy constructing shelves, with staff, to hold the mark-making equipment and taking part in Comic Relief fund-raising activities. Children gain an appreciation of personal safety through fire evacuations, visits from the road crossing patrol, and through topics that reflect on personal safety such as wearing helmets when cycling and learning how to cross roads safely. Children prepare for snack as they select placemats, cups and plates, choose foods from the healthy range, and wash their plates afterwards. The group takes part in a healthy eating award scheme which fosters children's awareness of healthy eating and its links to physical well-being. Children have good opportunities to be physically active and move freely between indoors and outdoors to the soft-surface area. They explore the range of physical play equipment using, for example, football goals,

hoops, tunnels and balls. Children know that they must protect themselves when playing in the sun and confidently tell adults 'you must wear sun cream outdoors'. These methods all contribute to children's development of physical health and personal safety equipping them 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met