

Monkton Pre-Prep

Inspection report for early years provision

Unique reference number EY308462
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Inspector Sue Vernon

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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

Monkton School Pre-Prep Nursery and After School care registered in 2005. They are offered by Monkton Combe Independent School on the Combe Down site in Bath. The nursery is open to all children, whilst the after school facility is only for children attending the school. The nursery caters for children aged from two to three years and is open from 8:30 to 12:15 five days a week in term time. Children attend for a variety of sessions. After school care is offered until 17:30 for children aged four to eight years who attend the school.

The nursery class uses two nursery rooms in the junior school building. After school care is offered in the kindergarten rooms and two additional rooms upstairs. There are enclosed play areas available to both groups, with additional access to extensive attractive open grounds and wooded play areas. The group is registered on the Early Years Register and the compulsory part of the Childcare Register to provide care for 50 children aged under eight years at any one time. There are currently 30 children on roll in the nursery.

All the staff working in the nursery are qualified in early years.

Overall effectiveness of the early years provision

The quality of the provision is outstanding. A committed management team work together very well to plan and support the delivery of an outstanding level of care and learning for the nursery children. The nursery staff team are actively involved in accurately assessing the strengths of the provision and working towards maintaining continuous improvement in the outcomes for children. The particular strength of the nursery is in acknowledging each child as an individual and working astutely in order to sensitively support their individual needs. This ensures each child is valued and fully enabled to benefit from the excellent range of play and learning offered.

What steps need to be taken to improve provision further?

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

- further develop opportunities during snack time for promoting independence

The leadership and management of the early years provision

Comprehensive leadership and management systems mean that all aspects of the setting are supported in running smoothly and efficiently. The enthusiastic lead practitioner and her team work closely with the school management to ensure that a comprehensive range of written policies, procedures and documentation are in place and regularly reviewed which builds consistency well. The staff team are

highly motivated and supported in developing their practice. They attend a variety of further training which is shared with the team and linked to annual appraisals which ensures all are involved in assessing areas for development effectively.

Extremely effective systems are in place in order to build responsive relationships with parents. Good settling in procedures are in place that are tailored to recognise each child's individual emotional needs. The staff team use a key worker system which means they are very well informed about all aspects of children's needs and work closely with parents in a variety of imaginative ways to support them, such as individual photograph books of both home and nursery. This enables younger children to settle in the group in their own time with full support from both staff and parents. Extensive information about each child's progress is shared with parents through detailed daily discussions, displays and attractive record books. Parents share their child's learning journey records through regular meetings and discussions. The nursery has effective relationships with other agencies that provide additional professional support and advice where needed to support children's progress.

Children's safety is promoted very well. Robust staff recruitment systems are used to determine staff suitability and comprehensive risk assessments are in place and reviewed regularly. This supports a safe play environment, enabling children to move around freely as they explore the attractive play resources both indoors and outside in their enclosed outdoor areas and the extensive grounds. The staff have a clear awareness of safeguarding issues and the procedures to be followed should any concerns arise which supports children's well-being.

The quality and standards of the early years provision

Healthy lifestyles are promoted well. Children enjoy outdoor play daily in several exciting areas. They explore the natural world around them in the extensive grounds, grow vegetables to cook and eat, and learn about keeping themselves safe as they walk down grassy slopes to a secret garden. They choose from healthy options for snack time and have access to regular drinks of water, though opportunities for the further promotion of independence at snack time are not taken. Any allergies or special dietary needs are very well known and planned for after close liaison with parents, which ensures both parents and children feel secure. Very effective daily routines that support good hygiene are known and followed by the children and staff. Clear policies and information on infectious illnesses are in place and shared with parents, which helps protect children from possible cross-infection. Children learn about safety issues in their environment as they discuss and practise fire drills over several days which ensures all children and staff are included.

The excellent nursery practitioner and her team interact very sensitively with all the children. They know each child well and tailor their interaction in order to support each child positively and build their individual confidence. With the high levels of skilled intervention, children become confident and independent as they select their own resources to extend the imaginative play provision offered. Children behave well and are encouraged to respect each other as they share toys

and take turns. Staff are skilled at prompting children's thinking through asking open questions and encouraging children to think things through for themselves. For example, a younger child is helped to think about how she will negotiate her way around the groups of playing children to find a toy that she wants. Children are offered a fun range of play which is extended by their own interests. They have a positive disposition to learning and are keen to participate. Number work and problem solving are threaded through all activities, and opportunities for mark making, such as making chalk patterns outside on the patio in the secret garden, are numerous.

Children learn the value of differences through an interesting range of play resources and visits from parents who talk about the festivals that they celebrate, bringing in food and clothes for the children to try. Sequence toys and use of a computer help children become confident with using technological toys. Children relish creative play and enjoy a variety of play textures such as dough, paint and cornflour 'gloop'. They learn about changes as they mix and cook ingredients or plant and nurture potatoes. Children's imagination is stimulated through a good range of lovely books used with puppets or role play in a home corner that becomes a train or a beach hut with appropriate extension play.

The excellent staff team provide a very well organised environment where children enjoy planned, purposeful play and exploration both in and out of doors, with an appropriate balance of adult-led and child-led activities. This results in children being active learners. The quality of the planning and observations ensure that each child receives an enjoyable and challenging experience across the six areas of learning. Sensitive observation and assessments are linked back into planning which helps each child progress well in relation to their starting points. Children's interests are linked back into short-term planning which ensures their enthusiasm and interest.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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