

Mease Valley Pre-School

Inspection report for early years provision

Unique reference number

EY355920

Inspection date

23/05/2011

Inspector

Lucy Showell

Setting address

Village Hall, Church Road, Elford, TAMWORTH,
Staffordshire, B79 9DA

Telephone number

07766 768232

Email

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

The Mease Valley Pre-School is a privately owned setting run by a voluntary committee. It opened in 2007 and operates from the village hall in Elford, Tamworth. The setting is accessible to all children and there is a fully enclosed area available for outdoor play. The setting is open Monday, Wednesday, Thursday and Friday from 9.15am to 2.25pm term-time only. Children are able to attend for a variety of sessions.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children may attend at any one time. There are currently 27 children attending who are within the Early Years Foundation Stage. The setting has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. There are four members of childcare staff. Of these, the manager has a foundation degree and is currently working towards a BA(hons) degree and the two deputies hold appropriate early years qualifications at level 3. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Mease Valley Pre-school provides a welcoming environment where children's individual needs are inclusively and consistently met. The knowledgeable staff team are committed to creating an ethos for the setting which enables children's progression well. They are developing valuable partnerships with parents and the local community to promote children's learning. Their efficient management of the setting is supported by some well-written and informative documentation. Constructive methods of self-evaluation are being developed and, as a result, the setting shows good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure regular evacuation drills are carried out and details recorded in a fire logbook of any problems encountered and how they were resolved
- review and update policies and procedures to reflect current terminology and to support a two-way flow of information with parents
- promote children's sense of belonging through samples of children's own work and other resources on display which show the setting's positive attitudes to diversity and help children and families to recognise that they are valued.

The effectiveness of leadership and management of the early years provision

Children's safety is well promoted as all staff have a good understanding of safeguarding issues and are clear about their responsibilities to protect children. This is supported by the safeguarding policy which is comprehensive and in line with Local Safeguarding Children Board guidelines. In addition to this, there are clear and robust recruitment procedures, including Criminal Record Bureau checks, which ensure all adults working with the children are suitable to do so. Children are further protected because staff check the identity of all visitors on arrival, and their departure is also recorded. Staff are vigilant about children's safety. However, whilst some fire drills are conducted, the records relating to these lack necessary detail. As a result, the evidence available does not show how effectively children would be protected in a fire. Effective risk assessments enable staff to manage hazards and risks to the children. This is further supported by a daily visual check and a ticklist to ensure that potential hazards to children are identified and minimised. The environment, both indoors and outdoors, is welcoming and exciting. A good range of toys, resources and equipment help children to develop new skills and promotes the sustainability of the pre-school. For example, the outdoor area is open and colourful. Planting areas are being established, providing children with opportunities to grow and care for vegetables and flowers.

The setting benefits greatly from having a management team who have been with the setting for a number of years and work very well together. They are well deployed throughout the setting and the key worker system ensures children are safe and receive high levels of support. Valuable appraisals and reviews also ensure that staff receive training and are able to keep their child care knowledge up-to-date. However, some of the policies and procedures, to support and inform their care of the children, do not reflect current terminology within the Early Years Foundation Stage documentation. The setting's ability to evaluate their practice is developing well. They work well with the local authority to adapt systems which enable them to monitor their practices with the children. This means that they have a clear focus for future improvements and developments. They have effectively addressed recommendations from the previous inspection. For example, they consistently promote healthy eating in the snacks they provide and by encouraging the children with selecting from their lunch boxes. Consequently, children's wellbeing is developing and their ability to make healthy choices improving.

There are currently no children attending who have English as an additional language, however, staff understand how to support children and families if the need arises. Children with special educational needs and/or disabilities are effectively supported. This is because staff work closely with outside agencies and children's parents to support children's welfare and development. Staff have a secure understanding of the importance of partnership working for children who attend other early years provisions. This is demonstrated through the proactive communications which ensure children's continuity of care. Positive relationships are developing between the pre-school and parents to ensure each child's individual needs are met. Parents receive useful information on all aspects of the

nursery through daily discussions, notices and newsletters. Parents and careers can volunteer to help by sharing their expertise at purposeful sessions and are invited to many special events throughout the year. Staff are currently considering ways to improve the sharing of information from parents regarding their child's development. For example, parents' evenings, open days or workshops are being considered. This will enable parents, carers and other significant people in children's lives to become involved in the children's learning. Parents appear very happy with the pre-school and many have completed questionnaires enabling staff to build on the opinions expressed. Some recent comments include 'staff are very friendly and helpful' and 'My child is very happy here'.

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

Children are well cared for in an environment which is accessible, inclusive and welcoming. Activities are focussed around children's individual interests which enables them make good progress in their learning and development. Effective systems for observation and assessments, clearly identify children's next steps of development. This information is then used for planning to ensure children continue to make good progress across all the six areas of learning. Children have good opportunities to increase their independence. For example, at free play time they select resources from the low-level storage trolleys and often ask staff for additional equipment from the shed. Daily opportunities are in place for children to make marks using pens, pencils and crayons in the writing area. Outside they write for a variety of different purposes as they draw on they patio and fence panels in coloured chinks and with brushes and water. There are daily creative sessions like making fruit plates following a fruit tasting session where children try unusual fruits such as pomegranate, sharon fruit and physalis. Children are engrossed as they glue colourful paper strips to represent the different fruits and talk about which are their favourite and those they did not like. Whilst there are many opportunities for children to be creative with paint and collage materials, the environment is not adorned with samples of their own work. This means that children's sense of belonging may be compromised and children and families may not recognise that they are valued.

Early maths skills are promoted as children access various equipment to count, sort and compare. For example, they build towers with construction bricks, working out whose is the tallest as they stand next to them to measure against their bodies. Children use imaginations well to recreate real and imagined experiences. For example, they manipulate the fire fighter figures in the station, sliding them down the pole before getting in the fire engine, making everyone safe and putting out the fire. Meanwhile, others use wheels from the construction cars to play air hockey across the carpet. Children benefit through time to be physically active and also time to rest and relax. Excellent use is made of the garden on a daily basis to enable children to get lots of fresh air and exercise. Children learn about being safe through regular activities. For example, ring games encourage children to take turns whilst being considerate to others and sharing the space available. In the sand and water trays children show increasing confidence as they use utensils with precision to pour out and fill various containers.

Good hygiene practices across the pre-school help to minimise the risk of spreading infection and promote children's good health. For example, staff use an antibacterial spray to clean tables and antibacterial gel is used by children to clean their hands when they have been outside. Children are aware of the importance of hand washing as they talk to staff about germs and use individual towels to dry afterwards. Children enjoy freshly prepared snacks which meet their individual dietary requirements. Today they select from peppers, cucumber and pitta bread to dip in the humus and help themselves to milk cartons or cups of water. This ensures children are suitably refreshed and have energy to continue with activities. Mealtimes are social occasions which are used well to promote children's independence and self-help skills. Children receive praise for using good manners at the table and for selecting healthy options from their lunch boxes before eating any treats that they may have.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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

