

Yaxley and Mellis Pre-School

Inspection report for early years provision

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Inspection date	02/10/2009
Inspector	Deirdra Keating
Setting address	Mellis C E V Cp School, Yaxley Road, Mellis, EYE, Suffolk, IP23 8DP
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Yaxley and Mellis Pre-school is an incorporated company run by a voluntary management committee made up of parents of the children who attend. It registered in 2009 and operates from three rooms in a purpose-built building. Children have access to an enclosed outdoor play area. The pre-school is situated on the school grounds in Mellis, Suffolk and maintains strong links with the school. It is open each weekday from 08.00 to 6.00. Children attend for a number of sessions and provision is offered before and after school.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 32 children aged from two to under five years on roll. The pre-school currently supports a number of children with special educational needs and/or disabilities.

There are six members of staff, all of whom hold appropriate early years qualifications to at least NVQ Level 2. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

An exceptionally well developed knowledge of each child's needs ensure that children's welfare and learning is promoted with great success. Children are extremely safe and secure, they are highly motivated to learn and thoroughly enjoy their time at the pre-school. Strong, established partnerships with parents, local schools and other professionals are a significant factor in meeting children's needs. Children make excellent progress given their age, ability and starting points. The rigorous monitoring of practice and self-assessment ensure that plans for improvement are targeted well and reflect the needs of the users.

What steps need to be taken to improve provision further?

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

- ensure that children can rest, sleep or play quietly without disturbance in an area that is equipped with appropriate furniture.

The effectiveness of leadership and management of the early years provision

The pre-school is managed by a dynamic and forward thinking committee and dedicated staff team. The committee work well with the staff to drive improvement using their views and the views of parents and children who attend.

Collectively, they have secured new purpose-built premises and strive extremely well towards targeted improvements. Staff work very well as a team and are supported at all times by a committee who have pooled their professional expertise to provide excellent overall leadership and management to the pre-school. Children's welfare, care and safety are highly prioritised by staff who have attended specific training to ensure that children are fully safeguarded. Policies and safety procedures that reflect the Early Years Foundation Stage requirements are robust and underpin all areas of the staff's practice. Robust recruitment procedures and further training has also been sought by the committee to enable them to safely recruit suitable staff. Children's daily safety is ensured by staff who conduct careful risk assessments each day to ensure that any hazards are minimised

The setting is strongly committed to equality and diversity and staff work exceptionally well with a wide range of professionals to ensure that all children can fully partake in activities. The building is on one level with excellent wheelchair access and reasonable adjustments are made daily by staff to ensure that children are not hindered in any way by the environment. Staff work extremely hard to ensure that all children are included and work with other professionals to ensure resources are inclusive and all children can make good progress. The setting also works very well with other settings delivering the Early Years Foundation Stage and in particular has built superb links with the local school. Pre-school staff meet regularly with the school to ensure that transition into school is smooth and children are supported and given good continuity of care. Parents are central to all partnership working and visit the pre-school to meet up with outside professionals in order to agree on specific areas of support and intervention. A key strength of the setting is their engagement with parents, the staff are always available for parents and provide regular consultation evenings. Children's learning journeys are shared well and show regular input from parents who are extremely positive about the progress their children have made.

Extremely good ongoing analysis of practice ensures that it is effectively monitored and children continue to make good progress in their learning and development. Children's ideas are sought and used in the purchase of new resources. There are a wide range of resources which have generally been deployed well both in and outside, however, resources in the rest area require further consideration.

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

Children are extremely happy and motivated to learn at the pre-school. This is due to the warm and responsive care given by skilled staff who allow plenty of time for children to concentrate on activities and develop their own interests. Consequently, children thrive and thoroughly enjoy learning. Children have ample space to give scope for free movement and well-spread activities, which encourages their independence and decision-making. They confidently move resources and develop their ideas using one object to represent another, staff respond flexibly and quickly to children's requests, moving resources and enabling them to learn new skills. This approach empowers children to think critically and find solutions to their problems. For example, when there is no room left in the wooden cube that is

being used by a group of children as a train, staff ask children if they can find something to act as another carriage. Children are adept at problem solving, they rush off and find boxes to extend the vehicle and climb in where they develop their imaginary journey with excitement, using language to clarify and order the events. Children's speech and language is supported exceptionally well as there are many relaxed opportunities for them to develop their spoken language through sustained conversations between children and staff. Children confidently recognise letters of significance and staff use all available opportunities to develop children's phonological awareness and their knowledge of the alphabetic code using labels and text displayed around the room.

Children are confident and assured in the light, airy environment which has been very well designed for their safety, choice and comfort. They have an excellent sense of belonging and their independence is fostered extremely well. They register their names on 'who's here today' and put away things to take home in their individual trays. Children are given achievable tasks which they accomplish competently, for example, they work well together as a team to tidy up at the end of the day. The environment promotes the development of new skills, achievements, and self-care exceptionally well. Children can independently access the toilets which are colourful and inviting, they wash their hands using the child-friendly soap dispensers which encourages their personal hygiene. Healthy lifestyles are strongly promoted at the pre-school; children bring healthy lunches from home which they independently put into the fridge and have the choice of a hot nutritious school lunch. They have free access to drinking water and spend most of the session outside in the stimulating garden. Children display a strong understanding of how to keep themselves safe, they enjoy freedom of movement using both the indoor and outdoor environment confidently and recognising the need to walk carefully whilst carrying equipment.

Children gradually learn to understand and manage their feelings with support from the adults around them. Staff quickly intervene as children struggle to share equipment and provide visual timers to support children in waiting for their turn. Staff have an excellent understanding of how to promote a caring and respectful environment. They all adopt a positive, respectful approach and have realistic expectations, helping children make a positive contribution to life. Consequently, children behave extremely well, striving to do their best and care for others. Children learn about their differences as they play with a diverse range of cultural resources, such as musical instruments, puzzles and books. In addition an extensive range of cultural festivals and traditional events are celebrated with the children using practical and fun activities such as music, cooking and tasting.

Planning is sensitively responsive to children's current interests and takes account of each child's developmental stage, providing a broad and balanced range of activities across all areas of learning. Staff proactively source information from families whose contributions are highly valued, these are used to provide learning opportunities to compliment and extend children's current capabilities. Staff also work exceptionally well to promote an inclusive environment, there is ample space to use any specialist equipment needed and staff are adept at using expertise from parents and a wide range of professionals to ensure that individual requirements

can be carefully considered. This inclusive approach enables all children to participate and make good consistently progress.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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

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