

Funtime at St Margaret Mary Pre-school Ltd.

Inspection report for early years provision

Unique reference number EY256570
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Inspector Coral Hales

Setting address St Margaret Mary Church Hall, Middle Road, Park Gate,
Southampton, Hampshire, SO31 7GH
Telephone number 07751 578252
Email mm_preschool@hotmail.com
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

Funtime Pre-School opened in 1986. It operates from the church hall in the Park Gate area of Southampton and serves the local area. Children have access to an enclosed outdoor area. The pre-school are registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The pre-school is registered for 26 children at any-one time. There are currently 66 children on roll. This includes 57 children in receipt of funding for early education. The pre-school supports children who have English as an additional language.

The pre-school is open 09:00 to 12:00 then the lunch club until 12:30 all week in school term times except for Wednesday mornings. They also operate from 12.30 to 15:30 all week. In the autumn term the Tuesday and Thursday sessions do not run.

The pre-school employ eight members of staff, of whom, six have appropriate early years qualifications and two are about to start training. The manager has an Early Years Degree.

The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the provision is good. Staff are well-qualified and children are happy and settled with caring adults and are generally occupied with suitable activities. Children's likes and interests are taken into consideration and fed into the planning. However, at times activities are not well-promoted or supported by staff. Formal self-evaluations and action plans have been completed and show continuous improvement and most areas for development have been identified. Staff provide a very inclusive environment and children with learning difficulties and/or disabilities and those with English as an additional language are very well supported. The staff have established good working relationships with the parents. Regular meetings with other providers ensure that children's learning is shared and well promoted.

What steps need to be taken to improve provision further?

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

- continue to develop staffs understanding of the early learning goals to ensure that they are clear about the focus and expected learning outcomes of planned activities.
- continue to monitor the quality of teaching to ensure children are well supported throughout their learning and that opportunities are maximised to develop and extend activities
- review the organisation of the session and resources to ensure that children

are provided with stimulating and interesting activities to meet their learning needs. (with reference to mark making, the use of books on a regular basis and providing an interesting and stimulating role play area.)

The leadership and management of the early years provision

Staff are fully aware of the need for reflective practice and some good systems are in place. The group continue to make progress as outlined in their self-evaluation document. Although the staff are clear about their duties and responsibilities they are not always effectively deployed to support, promote and extend children's learning. The manager and her staff are however, very keen to raise standards throughout the setting.

The manager and staff work exceptionally well in partnership with others and seek additional support as early as possible for any child's identified individual needs. They share information with colleagues, parents and, where appropriate with interagency teams to ensure that each child gets the support they require. Good communication and liaison with parents has developed effective friendly working relationships allowing for care to be shared and discussed.

Robust procedures are in place to ensure all staff are vetted and suitable to work with the children. There are good systems in place to ensure all staff are fully inducted and attend in-house and external training.

Risk assessments are completed daily and staff have a generally good knowledge of how to keep children safe. However, at times during the session activities taking place inside are not fully monitored, for example, children on large wheeled toys.

Children are kept protected because the staff have a clear understanding of the procedures to follow should they wish to refer a concern. This information is shared as necessary. Further training is undertaken to ensure all staff are kept up-to-date with current child protection guidance.

The quality and standards of the early years provision

Children are confident, settled and eager to play with their friends. They make suitable progress towards the early learning goals, although this can be variable between groups and across areas of learning. The staff work well together as a team to provide children with a fun environment where their learning needs are generally met. The children's interests are used as the basis for planning experiences and activities to motivate and stimulate them. Many activities are set out to enable children to make choices about what to take part in. However, staff do not always ensure they offer appropriate support and some areas are not sufficiently resourced to interest the children. For example, the role play area and this quickly becomes disorganised.

Children rarely use the book area as this is not stimulating and books are not well displayed to interest the children. Although children have opportunities to make

marks, draw and practice their pencil skills, resources in this area are limited and not well promoted. This leads to a lack of stimulation and therefore challenge and further development can be limited. The balance of child-initiated and adult-led tasks is not always effective and at times children go from activity to activity with little purpose. Not all staff have a secure understanding of the early learning goals which results in some activities lacking focus with expected learning expectations not clearly defined.

Key workers observe and assess children's progress and these are generally well-maintained.

Teaching methods vary considerably from very good to satisfactory and lack consistency between the team. This can have an impact on children's achievements. When focused, children become enthusiastic and motivated. For example, children are keen to create a vehicle from bricks and together with staff look at the picture cards and decide which pieces they need and are totally absorbed in the task.

Children learn about quantity and volume and investigate and experiment. For example, two children sit playing with the water and fill different objects with the bubbly water and then tip it down a sloped length of pipe. This encourages their language skills very effectively and they watch, fascinated as the water quickly runs down into the tray. Children enjoy using all areas of the room, choosing to play with for example, the wooden house and figures or the computer and show good levels of concentration especially if staff support. Wheeled toys are a great favourite, although, at times, these disrupt other children's play when used indoors.

Children behave generally well and are able to negotiate and challenge each other. They share and take turns and staff encourage them to have listening ears and to be helpful and kind. They are rewarded with stickers which they love and are keen to share their thoughts with each other. There is limited time for them to share their conversations in a large group situation.

Children are developing good self-help skills and most are fully independent with their toileting routines. They begin to develop an understanding of the importance of eating a healthy balanced diet, as they are provided with healthy snacks by staff and packed lunches by parents. For example, they enjoy eating fresh fruit kebabs which they make during the session. Children can access their own drinks throughout. Planned events such as healthy awareness week helps to promote children's learning and understanding. They benefit from regular physical activities both inside and outside and this helps children to increase their awareness of the importance of exercise, as part of maintaining a healthy lifestyle. They have lots of fun practising for sports day, hopping in sacks and running up and down with an egg and spoon and this ensures that they develop positive attitudes to exercise.

Children begin to learn how to keep themselves safe for example, by being aware of others when playing both inside and outside. Staff ensure that children are clear about emergency evacuation procedures and routine fire drills are practised.

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?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	3
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

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