

Monkfield Park Care & Learning Centre

Monkfield Park Primary School, School Lane, Great Cambourne, CAMBRIDGE, CB23 5AX

Inspection date

12/02/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

The quality and standards of the early years provision

This provision is good

- Staff provide a warm, welcoming environment for children. This increases children's confidence and helps them to settle easily
- Staff know the children extremely well. This ensures that planned learning activities are closely matched to children's needs and interests.
- Leadership and management is effective. The manager has a clear vision for the setting and has an ongoing drive for improvement.
- Safeguarding procedures are strong. This ensures that children's welfare is protected and children are kept safe from harm.

It is not yet outstanding because

- The setting has not yet fully implemented a programme of home visits as part of the settling-in procedures.
- The setting has not yet reorganised lunchtimes to provide for the increased number of children who are staying for lunch.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the indoor and outdoor areas.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager, the headteacher of Monkfield Park Primary School and the Early Years Foundation Stage leader.
- The inspector spoke to staff throughout the inspection as necessary.
- The inspector looked at children's assessment records, planning, progress tracking data and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the manager's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Anne Bell

Full report

Information about the setting

Monkfield Park Care & Learning Centre registered in 2013 on the Early Years Register. The setting operates from a purpose-built premises, set within the grounds of Monkfield Primary School in Great Cambourne.

The setting is open during term times, Monday to Friday from 8am until 6pm. Children attend for a variety of sessions. There are 83 children on roll, of whom all are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children.

The setting employs 12 members of childcare staff, nine of whom are qualified from level 2 upwards. The setting receives support from the local authority. Children may attend the out of school provision all year round. This operates under the extended school facility.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- implement the planned programme of home visits as part of the settling-in procedures

- reorganise lunchtimes to provide effectively for an increased number of children who are staying for lunch.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have good knowledge of the Early Years Foundation Stage. They use this knowledge to plan effectively across all seven areas of learning, both indoors and outdoors. This wide range of interesting activities means that children are engaged in their learning and make good progress. Staff keep extensive records of children's achievements and progress. This includes detailed information from parents regarding children's starting points. This means that activities are closely matched to the needs of the children and their progress is consistent. Teaching is always good, with elements of outstanding practice. Staff use skilful questioning techniques to extend children's learning and develop their thinking. Targeted intervention by staff ensures that children with special educational needs make good progress. An informative website gives parents information about activities in the setting and gives parents suggestions on how to support their child's learning at home. Children make good progress in all areas of learning. They are calm and co-operative with each other as they learn to share and take turns. Staff actively teach children how to

communicate with each other to resolve disputes over toys. Children develop a good understanding of how to manage their behaviour as the staff offer them clear explanations and encourage them to consider the feelings of others.

Children have opportunities to learn about letter sounds as they chat about words that begin with certain letters. Children enjoy using plastic knives to chip away at ice blocks to release small toys. They also learn what happens when water freezes and melts. An attractive selection of necklace-making resources encourages children to develop their threading skills. Outdoor play offers children the opportunity to be more physically active and to develop skills in using wheeled toys. Staff use their skilful interventions and level of awareness of children's development to match each activity to the individual child.

Data from the setting shows that children are achieving at expected levels by the time they move on to primary school. The setting works with the neighbouring schools to ensure that children move on to the next stage of their education with the minimum of disruption. In particular, there are many opportunities for children to become familiar with the neighbouring primary school in the term before they transfer, including well planned visits to their new class and visits from the school staff.

The contribution of the early years provision to the well-being of children

Staff are warm, welcoming and caring towards the children in this setting. There are close bonds between children and staff. Staff communicate effectively with the children, using language, gestures and body language, so that all children have the opportunity to respond. The key worker system works well, with key workers extremely well informed about the children's development and learning. Key workers use observations and professional expertise to accurately adapt activities to each child's individual needs. Procedures to help children settle into nursery are good. As a result, children form good attachments with staff and their self-confidence is enhanced. However, a useful development has been identified by the setting which would mean the implementation of a programme of home visits. This would help the children to become familiar with the staff in the comfort and security of their own homes.

Parents are kept well informed about their children's activities and wellbeing. As a starting point, parents supply extensive information for the children's 'all about me' booklet. This information is used by staff to plan effectively to meet the child's interests. There is a home/school book for the youngest children which is well used and means that staff and parents are kept informed about anything that may be relevant to the child's well-being or learning. Regular newsletters give parents information about what the children have been doing each week and offers ways that parents can support the setting and the children's learning.

Children's behaviour is good. They are happy to share and take turns with each other and are developing warm friendships. The setting rules are clearly displayed, using text and photographs, so that they can be easily understood by the children. Any incidents of

potentially challenging behaviour are quickly and skilfully dealt with by staff, so that there is no disruption to the learning of others.

The setting is committed to the care of the children who attend. There is a wide range of thoughtful policies available regarding good practice for the promotion of children's safety and well-being. These include policies for food and drink safety, hygiene practices, sun safety, first aid and procedures to keep children safe while staff are moving hot dishes at lunchtime. For example, staff explain that children are gathered in one room with the door closed, to ensure that no child is at risk from burns or scalds as staff get the room ready for lunch. Consequently, children develop an awareness of risk and how to keep themselves safe. Children show awareness of healthy eating though preparing a fruit snack and discussing their packed lunches and mealtimes. There has been an increased number of children staying for lunch, which is putting a strain on existing space and routines. The setting has identified the need to reorganise the use of its space to accommodate more children. However, a useful development would be to also consider improving routines at lunchtime so that children's experience at this time is enjoyable and any waiting time is minimised.

The effectiveness of the leadership and management of the early years provision

Safeguarding procedures are robust. All the required checks are made to ensure that all adults working with children are suitable to do so. This ensures that children are kept safe at all times. Several members of staff are appropriately trained in first aid. Staff understand their role in protecting children from harm and are confident in procedures to follow in the event of a concern about children's welfare. There is a comprehensive range of documentation in place which ensures that children's safety and welfare is a priority.

Leadership and management are strong. The manager has a clear vision for the development of the setting and is well supported by the headteacher and key staff at the neighbouring primary school. There is a clear staffing structure in place, which ensures that all staff are well supported by line managers to constantly improve upon practice within the setting. The manager effectively monitors the progress of all the children. Comprehensive tracking data gives up to date information on the progress of individual children and groupings. This information is then used to match further activities to the specific needs of children. The information is also used to identify areas of strength and areas for development. There are also effective practices in place to monitor the quality of teaching, including peer observations and learning walks. This means that the provision for the children is constantly developing and improving. There are effective practices in place to provide induction, supervision and appraisal for all staff. This ensures that all staff are supported in their professional development. This support and development results in a motivated, professional staff who are capable of delivering a consistently good level of teaching and care to the children at this setting.

There is an impressive range of self- evaluation and quality improvement processes in

place for the setting. There is supportive input from the Local Authority. The manager is clear about improvements for the future and has comprehensive plans in place for further development. Partnerships with parents and other agencies are strong and contribute significantly towards the good progress that the children make. The children at this setting receive a positive experience that lays a good foundation for their future education.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY467470
Local authority	Cambridgeshire
Inspection number	935172
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	83
Name of provider	Monkfield Park Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01954273301

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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