



Southmead Pre-School

Inspection report for early years provision

Unique Reference Number	106374
Inspection date	30 June 2006
Inspector	Anne Legge
Setting Address	Wrafton Road, Braunton, Devon, EX33 2BU
Telephone number	01271 813511
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Registered person	Southmead Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Southmead Pre-school has been registered since 1994. It is situated in a mobile classroom, in the grounds of Southmead Primary School, in the village of Braunton, and serves the local community. The premises comprise of one main room and adjoining cloakrooms. Children have access to the school playing fields and hard surface playground, for outdoor play. The pre-school is registered to care for up to 17 children, aged from two to five years, but currently has no children under three years

on roll. There are 36 children on the register, including 33 funded three- and four-year-olds. Sessions are held on weekday mornings in term time, from 9:05 to 11:35. Afternoon sessions, for four-year-olds only, are held from Monday to Thursday, from 12:45 to 15:15.

There are five members of staff, and at least three staff are present at each session. All members of staff have appropriate child care qualifications. The pre-school welcomes and supports children with English as an additional language, and those with special educational needs. The group receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children benefit from eating exceptionally healthy snacks, including a variety of fruit and vegetables, with different cheeses and crackers or toast. Snacks are carefully prepared and attractively presented. Children's special dietary needs are known and thoughtfully met. Children have constant access to fresh drinking water, and staff encourage them to take plenty of fluids, especially in hot weather. Children learn about healthy eating, as staff explain, for example, that milk is good for their teeth. They grow their own vegetables and sell them at their own 'Farmers' Market'. Children have excellent opportunities to be physically active. They use the school grounds at each session, to run freely, pedal, push or scoot wheeled toys, or practise ball skills, such as by playing football. They build dens and engage in Forest School activities, in a wooded area. Indoors, they move to music or complete obstacle courses.

Children receive excellent care when they are unwell or injured. All staff have current First Aid qualifications, and records of accidents and medication are comprehensive. Staff are exceptionally caring, when children are unwell during sessions, providing excellent care and attention, while waiting for parents to collect their child. Children are very well protected from infection, due to the staff's meticulous attention to all aspects of hygiene. They wear gloves and aprons when preparing snacks, and ensure that all surfaces are spotless, before children eat. They have excellent systems for keeping toilet and food areas clean, during sessions. Children learn very good routines regarding hand washing, and use liquid soap and paper towels, to prevent the spread of infection. An effective sickness exclusion policy also protects children.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children's safety is given the highest priority within the pre-school. Staff have an excellent understanding of all safety issues, and ensure that children are cared for in an exceptionally safe and secure environment. In recent months, the security of the premises has been rigorously reviewed. Inner and outer doors now have high

handles, to prevent children leaving without supervision. The outer door is also bolted and alarmed during sessions. Staff have excellent systems for monitoring those present, each being responsible for counting a small number of children at regular intervals. Children are safe in the outdoor areas, as staff supervise them very carefully and teach them not to leave the areas marked by cones.

There are excellent systems to ensure that children are always safe, while on the pre-school's premises. Staff carry out daily risk assessments, checking that all equipment and areas are ready for children to use. When older children visit the school, pre-school staff risk assess the areas they use and address hazards, such as open doors or broken equipment. They ensure that children are closely supervised at all times.

Children are safe in emergencies, as they practise evacuation procedures regularly, and there are excellent routines, which ensure that all children know what to do in an emergency. Children choose from a very good selection of toys and resources, which are carefully displayed, so that they can access them safely and independently. All resources are maintained in good condition, and there are excellent systems for regularly checking and cleaning toys. Children are exceptionally safe from abuse or neglect, as staff have a very clear understanding of all child protection issues and procedures, due to their relevant training and experience.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enjoy an outstanding variety of interesting and appropriate activities, which very effectively promote their development. Sessions are carefully planned, to meet the needs of different age-groups, with some sessions dedicated to three- or four-year-olds, and some for mixed ages. Children benefit from an excellent balance of free play and adult-led tasks. Resources and activities are displayed very attractively, to encourage children to engage in a wide range of experiences. Staff discuss all available activities with children, at the start of each session, so that they can make informed choices, develop their independence and follow their interests. The transition to school is carefully managed, so that children move on confidently.

Nursery Education

The quality of teaching and learning is outstanding. Children make excellent progress in all areas of learning, due to the staff's exemplary systems for assessing their achievements and planning for the next steps in their learning. Comprehensive assessment systems allow staff to track children's progress towards the early learning goals and to use this information very effectively, when planning future activities, so that all children are supported or challenged appropriately. Planning systems successfully cover the whole curriculum and allow staff to tailor activities to the needs of individual children and groups.

Children are confident, enthusiastic and independent learners. They develop excellent reasoning skills, due to the staff's very effective use of questions and discussion. For example, staff play shape guessing games with children, or give them

clues about the next activity, such as by playing relevant music to indicate that they will play football. Children talk very confidently, developing extensive vocabularies, as staff teach them words such as 'xylophone' and 'salami'. They develop a love of books, as they share stories and take books home, or use non-fiction texts to find musical instruments. Children write confidently in different contexts, such as making lists in the role play area. They develop a very good understanding of letter sounds, and learn to read and write their names. They count in a range of daily routines and effectively develop their understanding of number patterns, by discussing one more, or comparing groups. They have an excellent knowledge of the names and features of two- and three-dimensional shapes, as staff use them regularly in games and other practical activities.

Children enjoy extensive opportunities to investigate materials and natural resources, as they use magnifiers to investigate leaves, or play with wet and dry sand or dough. They use the computer with great skill and confidence, and develop an excellent sense of time and place, as they discuss events in their lives and places they know. Children enjoy listening to different types of music, as well as making and playing musical instruments, and singing many familiar songs. They make excellent progress with rhythms and understanding sounds, due to very effective teaching. They become exceptionally creative in their role play, as staff use humour and imagination to encourage pretend games. For example, they remind children to be quiet when Goldilocks is sleeping, and they help to create shopping lists for the Three Bears. Children develop excellent physical skills, as they use a wide variety of small equipment, such as scissors, beaters and rollers, or large equipment, including tricycles and obstacle courses.

Helping children make a positive contribution

The provision is outstanding.

Children behave exceptionally well, as they respond to the very positive approach of staff to the management of behaviour. They enjoy copious praise, which is used very effectively by all staff, to show children which types of behaviour are required. For example, staff praise children who put up their hands to answer, and other children stop calling out, and put up their hands, so that all have a turn to speak. Children understand the pre-school's very high expectations of their behaviour, as staff carefully explain what is expected, at each stage of the day. Children's spiritual, moral, social and cultural development is fostered. They show care and concern for each other, as when one child makes a bed for another, who is tired. They learn to share and take turns, as staff help them, for example, to share toy trains. They experience mystery, as they listen to classical music, while staff suggest they may see pictures in their heads, or feel the mood of the music. They learn about different cultures, as they use extensive resources, such as books, role play equipment and posters, which reflect diversity. Children with English as an additional language, and those with learning difficulties, are carefully monitored and receive excellent support.

Partnership with parents is outstanding. Parents are able to fully support their child's learning, due to the staff's excellent systems for sharing information. Individual records show very clearly how children make progress towards the early learning

goals, and parents discuss these records regularly, at meetings with staff. Curriculum information is shared successfully, in newsletters and by displaying plans on the notice board, so that parents can be closely involved in children's development. Workshops for parents also help them to understand topics and activities, and to follow them up at home. Parents find staff approachable and flexible, often offering support to whole families, as well as meeting children's individual needs.

Organisation

The organisation is outstanding.

Children are cared for by exceptionally well-qualified staff, who are committed to further developing their practice, through relevant training. Staff work very effectively as a team, demonstrating humour and great enjoyment of their work, which enables them to engage very successfully with the children in their care. Leadership and management are outstanding. There are extremely effective systems for monitoring the quality of nursery education. Staff are very reflective in their practice, and carefully evaluate all topics and activities. The committee is supportive, and ensures that staff appraisals clearly identify training needs.

Children play in an exceptionally safe, secure and clean environment, which is extremely attractive, due to the staff's excellent use of displays and resources. Ratios are very good, and staff are very well deployed, so that children receive excellent individual attention. Their care is underpinned by comprehensive documentation, including exemplary records of their development. The pre-school meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection, all policies and procedures have been reviewed and updated, so that they are now comprehensive, and fully support children's care and welfare. Planning and assessment systems have been very well developed, and now provide an excellent structure for staff to monitor children's progress and plan for the next steps in their learning. Long-term plans show clearly how children will access the whole curriculum over time.

Since a recent incident, staff have rigorously reviewed and improved the security of the premises and all systems relating to children's security, both indoors and outside. Children's safety and security are given the highest priority, and risk assessments are comprehensive, even when the oldest children go into the school, for transition sessions. Registers now clearly include details of children's times of arrival and departure, and Ofsted has been informed of all changes to the committee, so that appropriate checks can be carried out.

Complaints since the last inspection

There have been no complaints made to Ofsted since April 2004.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk