



Modbury Pre-school Playgroup

Inspection report for early years provision

Unique Reference Number	EY334684
Inspection date	16 November 2006
Inspector	Leoarna Mathias
Setting Address	Modbury Primary School, Back Street, Modbury, Ivybridge, DEVON, PL21 0RF
Telephone number	01548 831477
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Registered person	Modbury Pre-School Committee
Type of inspection	Integrated
Type of care	Full day 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?

Modbury Pre-School, having recently moved from the nearby Memorial Hall, occupies self-contained premises at Modbury Primary School, which is situated in the centre of the village. The group has access to secure outside play areas.

The pre-school is open every day during term time, from 09:15 hours to 15:45 hours. Parents and toddlers join the session on Thursday afternoons. There are 30 children on roll, 22 of whom are in receipt of nursery education funding. Children with learning difficulties and/or disabilities can be supported.

The pre-school is run by a voluntary committee, who employ seven members of staff, four of whom have appropriate early years and teaching qualifications. The group receives support from the Local Authority and Surestart, and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive because of the pre-school's proactive approach to keeping them healthy. Children enjoy many healthy items at snack time, including carrots, raisins, pumpkin seeds and breadsticks, and at these times children are encouraged to talk about their food and its nutritious value. Further incidental opportunities to talk about healthy living are readily taken up by staff across the session, and regular projects, such as 'all about me', are well used to encourage children to develop an understanding of how to care for themselves. Staff take time and use effective systems to ensure that children with special dietary requirements have their needs very well met. Children who require particular medical support, such as the administration of inhalers or Epipens, are also well supported by a staff team who promptly access training. The majority of staff are first aid trained, and good systems ensure that the first aid box is well stocked, giving children access to competent support in the event of injury. Staff have a very good knowledge of how children physically develop, and they use this knowledge to create a pleasing and safe indoor environment that encourages movement, and also ensure that children access plentiful outdoor play. Staff also ensure that children can readily access water throughout the session. Finally, children access a wide range of tools and equipment that encourages the development of their manipulative skills, such as scissors, pens, hoops, and jugs for pouring drinks at snack time, and are given consistent adult support as they practise these emerging skills.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children access a very pleasing space for their learning and play, which includes a permanent classroom and inviting outdoor play area and garden. Toys and resources are particularly well organised to promote children's independent use of them, and in-house monitoring systems ensures that all equipment remains in good order. Children are closely supervised, and access to the provision is very well monitored. A telephone entry system is installed, and effective recording of all who visit the setting is carried out. Risk assessments are regularly carried out, and any identified hazards are promptly dealt with. Children participate in regular, evaluated fire drills. Staff ensure that their practice is underpinned by an up to date knowledge of child protection procedures, and the child protection officer is confident in her role. Parents are asked to sign to say that they have read the comprehensive child protection policy, and children are only released into the care of prior named collectors whom the staff hold a photograph of. In this way staff further ensure that children's welfare is appropriately safeguarded while they attend the setting.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enter the pre-school with enthusiasm, and settle quickly to activities. They are familiar with the routines of the group, readily taking part in group tasks, such as tidy up time or show and tell. The Birth to three matters framework has been fully integrated into the planning for

the group, so that children under three are appropriately supported. The key working system ensures that every child has the opportunity to form a close bond with at least one, consistent staff member.

Nursery Education

Teaching and learning is outstanding. Children have a very positive attitude to their learning, concentrating well on adult led and self chosen tasks, such as one-to-one work on number recognition and playing with role play resources. The session is organised in such a way as to allow children to make choices about activities, and many children persist for lengthy periods on these tasks, such as scissor skills or playing with water. They play co-operatively with their peers for extended periods, and are well behaved. Children are proud of their achievements, and 'I can do' stars completed by parents further support the development of children's self esteem. Staff take every opportunity to praise and encourage children, while giving them consistent support in managing their own behaviour. As a result, children can often be heard using good manners and showing consideration to others spontaneously and independently. Children benefit significantly from the small group and one-to-one time they receive, and older and more able children are given appropriate levels of extra support as they approach the time for school attendance. All children are encouraged to think by staff who take every opportunity to challenge children in their learning, and children respond with genuine curiosity throughout the session.

Children are making very good progress in all six areas of learning. They are strong communicators, who are willing to contribute fully to group discussions at show and tell time. They use language extensively in their play, and when it is appropriate, they receive substantial support for recognising sounds and letters through a recognised, effective, teaching programme. Children learn in a print and book rich environment, and enjoy story time. They access writing materials in many parts of the setting, and receive good individual support for handwriting. Children are exposed to numbers and counting many times across the session, and as such, even younger children are making very secure progress in using numbers and recognising them in print. They respond well to problem solving questions posed by staff, and are increasingly able to recognise shapes, sizes and measurements. A broad range of topics that encourage children to learn about the world around them are offered by the staff's planning, and the effectiveness of teaching means that a recent project about the human body was particularly well remembered by the children. Children are involved in planning the plants they will grow in their garden, and regular trips to places of local interest ensure that the wider environment is used effectively to promote learning. Children access many resources that promote their designing and making skills, such as scissors, glue, card paper and construction toys, as well as a suitable range of resources that promote information technology. They also participate in a well thought out range of activities that promote their understanding of the variety of cultures and beliefs around the world. Children are able to describe their use of media and materials, such as water, and are encouraged to evaluate their time at the pre-school and to contribute ideas to the group, for example, by choosing the resources needed for a role play post office. They very much enjoy role play and dressing up, and receive full adult support in their development of their imaginations.

All staff demonstrate a secure knowledge of the Foundation Stage and take every opportunity to challenge children to learn. Long, medium and short term plans ensure that the curriculum is evenly covered, while allowing sufficient flexibility to respond to individual needs within the group. Staff make very regular observations about children's progress, and use this information to both inform planning, and to keep parents up to date with their child's progress. Staff organise their time, space and resources very well, maximising the support children receive from adults during the session, and allowing children to access a stimulating learning environment at all times.

Helping children make a positive contribution

The provision is outstanding.

The pre-school staff go to a great deal of effort to ensure that the needs of the individual children in their care are met. This is achieved through an effective key worker system that allows every child to be well known to at least one member of staff, and also promotes consistency for parents when they wish to discuss their child's needs. Children with learning difficulties and/or disabilities are well supported by an able and experienced staff member, and all practitioners access regular training in this area. Staff also take many opportunities to support children in developing their appreciation of difference and diversity in society, through planned activities, the provision of resources, and through incidental discussions that arise throughout the day. Children also take part in many local community events, such as harvest festival and the town parade, as well as completing projects to support charities, such as the Barnado's tiddle and making present boxes for children in other parts of the world. As a result, children have a growing sense of the community in which they live, and how they can be part of it. Support for children's behaviour is consistent, and as a result, children give of their best, and contribute positively to the group. Children's social, moral, spiritual and cultural development is fostered.

The partnership with parents is outstanding. Strong relationships between parents, carers and staff are very much in evidence, as staff recognise the enduring role parents play in their child's development. Informative welcome packs and regular newsletters give parents the opportunity to be well informed about the work of the group, and notice boards provide a broad range of ongoing information. Parents are encouraged to be involved in the running of the group, and are invited to help with teaching within the session from time to time. Parents also access information about their child's educational progress very readily, as records are accessible and key workers prioritise these discussions. As a result, parents have ample opportunity to continue their child's learning at home, which in turn contributes to children enjoying high levels of continuity of care between home and the setting.

Organisation

The organisation is outstanding.

The pre-school meets the needs of the range of children for whom it provides. The staff team have a good understanding of the legal requirements within which they operate, and the voluntary parental committee is highly motivated to ensure that the setting runs efficiently. All legally required documentation which contributes to children's health, safety and well-being

is in place and is kept in an orderly fashion for ease of accessibility. Staff and students are subject to appropriate appointment and vetting procedures, and are thoroughly inducted. Staff also access good amounts of training, and the policies and procedures which underpin their practice are regularly reviewed. Ratios of adults to children are kept high, and space, time and resources are used effectively; as a result, staff are confident in their roles, and in turn offer high quality care to children.

The leadership and management of the pre-school is outstanding. There is a very positive team ethos in evidence, and staff are clear about their roles and responsibilities. They are effectively supported by an able and hardworking committee, and the whole team is motivated to work for continuous improvement through regular staff appraisals and ongoing evaluation of the group's performance. The play leader sets a particularly good example to her team through her ongoing practice, and as a result, even recently joined staff are quickly developing the requisite skills to become effective practitioners. The pre-school has close links to the school within which it now operates, further ensuring that children enjoy a smooth transition from pre-school to the classroom.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk