



Galmpton Pre School Limited

Inspection report for early years provision

Unique Reference Number EY300296
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Inspector Christine Slaney

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Registered person Galmpton Pre School Limited
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Galmpton Pre-school opened in 1988, and meets in the village hall in Galmpton village, situated between Paignton and Brixham. The pre-school has use of the whole premises, which include a large room, kitchen, toilet area and wash hand basins which are available for children. There is also a secure outside play area.

A maximum of 26 children aged two to five years may attend at any one time. The pre-school is open during term time only from 09:15 to 11:45 on Monday, Tuesday,

Thursday and Friday, with full day care being available until 15:15 on Tuesday and Thursday. An afternoon session is available on Wednesdays from 11:45 to 15:15. There are currently 39 children enrolled, 28 of whom receive funding for nursery education.

The pre-school is run by a limited company, who employ seven staff, four of whom have Level 3 qualifications, and one is working towards Level 3. Staff have experience of supporting children who have special educational needs. The pre-school achieved accreditation from the Pre-school Learning Alliance in 2002.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy physical play on a small tarmac area. They develop skills like climbing and using the slide safely through regular physical activities, and also enjoy action rhymes. Consequently children are developing a good awareness of their bodies and how to move with control.

Children are cared for in warm, clean premises. They are developing an understanding of the importance of personal hygiene; for example, hand washing. Children are clear about the use of communal washing bowls for messy activities and washing hands before eating.

Children are correctly supported if they become ill. Staff have a good knowledge of first aid, medication routines and the procedures to follow if a child has an accident. Therefore, children are suitably protected as a result of clear policies and procedures.

Children have good opportunities to link their own health with topic work as a result of flexible planning by the staff. They discuss healthy choices during key events like 'Fruity Friday'. Parents are also involved with these events. Children enjoy fresh fruit at snack time, however, their good health is not always further developed by the contents of lunchboxes. Children are reliant upon staff to provide drinks of water or milk, which they do regularly.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe environment which is welcoming and bright. Examples of children's own work and parental information are displayed on portable boards making for a welcoming environment. Children move safely and confidently around their available space, both indoors and outside despite the limitations of the communal use of the hall. Children's safety is given good priority and staff ensure safe practices are used; for example, security of the front door.

Younger children settling in are provided with good support. They are comforted well and protected through staff's sound knowledge of children's development and other

procedures like child protection. Staff try to provide a comfortable environment for younger children by using the book area, which has soft foam furnishings, as a rest area. However, children do not always use this area effectively to rest or have quiet time when they become tired.

Children play safely in the securely enclosed outdoor area. Their safety is ensured during outdoor activities because the equipment is of a good standard. Risks to children are minimised as health and safety policies and procedures work well in practice; for example, children understand the importance of waiting their turn when using the outdoor slide. Overall children handle equipment well, for example, scissors, and mark making equipment like pens. Children are clear about expected routines like tidy up time. Consequently, they are developing a good understanding of the importance of keeping their own play space safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well on arrival and choose from a range of free play activities. They participate in some stimulating and challenging activities; for example, making fruit salad. Staff extend activities and consequently children produce some good representational drawings of fruit. Good links to the topic ensure children have further opportunities to develop skills such as printing with fruit.

Children are able to identify many features about the weather such as how a rainbow is made. They are developing good social skills including support for each other. For example, they spontaneously care for others by passing equipment, like glue sticks. Opportunities for younger children are sound and based on a revised programme which includes the Foundation Stage curriculum. However, some activities for younger children can result in frustration for a few children who try hard to master complex skills like using scissors to cut out.

Children's individual needs are promoted well. Children are listened to and valued. Consequently, they are relaxed and have a sense of belonging within the setting and are developing good levels of confidence and self esteem.

Nursery education

The quality of teaching and learning is good. Children benefit from the play leader's clear and thorough knowledge and understanding of the Foundation Stage and how children learn through play. This ensures that all areas of learning receive good coverage and results in children who are gaining a good understanding of concepts like the use of mathematical positional language, front and back, naturally through their play; for example, when describing a Lego model. Children communicate ideas clearly and are interested in books, numbers and shapes. Children's learning is developed further with some skilful questioning by staff who are clear of the learning intentions of activities. As a result children are confident speakers. They comment on weather features and are able to retell experiences from previous sessions.

Children are making good progress through the stepping steps because the assessment systems are used effectively to identify the next steps in their learning. Observations are made and children's progress records are regularly updated and reviewed.

Children have many opportunities to explore, investigate and find out about features and there are many examples of children's observational paintings. Children thoroughly enjoy their time in pre-school. They are motivated to learn as a result of a wide range of free play and adult-led activities. This includes free choice of a wide range of resources, which link very effectively to the topic. For example, fresh fruit to draw and paint, printing, making fruit salads and designing fruit baskets. Children also participate in some appropriately planned themed activities that introduce them to different cultures. Consequently they are thoroughly absorbed in play whether individually or in small or large groups. Most children use a range of tools and materials such as pencils, paintbrushes, glue sticks and scissors with increasing control and awareness of safety. Therefore, they are developing good small muscle control by having free access to these resources.

Children are fully included within the setting. The care of children with special educational needs is good. Children are clearly valued. They behave very well and benefit from good role models provided by the staff who offer clear and consistent guidelines. Children relate well to one another and show great care and concern for others.

Helping children make a positive contribution

The provision is good.

The partnership with parents is good and is helping children to learn. All children feel valued and fully included within the setting and the care of children with special educational needs is good. Parents receive clear and good quality information about the educational provision through regular newsletters and displays on notice board. Home link books are used to keep both parties informed and there is a formal system of sharing children's progress at the end of the term which includes written records at transition to primary school stage. However, on-going opportunities to work with parents to support children are limited because information about the children's progress is shared verbally and informally at the beginning and end of sessions. Some parents lack understanding of the informal system which is in place to review children's progress records and are not always clear they can access these records. The resulting lack of communication may impact on children's learning.

Children's spiritual, moral, social and cultural development is fostered. Children enjoy socialising together during craft activities. They are polite and show great care and concern. Children have a sense of pride in their work.

Organisation

The organisation is good.

The setting is meeting the needs of the range of children for whom it provides care. Children's welfare and education is provided by staff that are suitable and qualified.

Staff work well together and are committed to improvement. This ensures that children are supported appropriately with good systems to help them settle in. The operational plan works in practice; for example, sessions run smoothly and the children benefit from clear routines like tidy up time. Staff meet regularly to discuss planning and children's progress.

Leadership and management are good and the play leader has a good understanding of the setting's strengths and weakness through regular staff appraisals and meetings. She recognises the limitations of the present framework used to plan younger children's progress and has recently sent a staff member on a training course to develop her knowledge and understanding of how younger children learn. The ethos of high expectation of achievement relates to both staff and children. Consequently this creates a positive working environment which ensures that children benefit from their experience in pre-school.

Improvements since the last inspection

The setting have made improvements, acting on points for consideration from the previous educational inspection. There is now a sound programme for regular physical outdoor play consequently children are able to wait their turn when climbing steps, to use ladder to slide down and do so competently.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the activities for the under three's for example by using the Birth to

three matters framework

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- promote parents' understanding of their opportunities to access children's progress records

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