

Bishopsteignton Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number 106080

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Inspector Sally Hall

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Registered person Bishopsteignton Pre-school Playgroup

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 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?

Bishopsteignton Pre-School has been established for many years. The pre-school operates within the grounds of Bishopsteignton Primary School. The pre-school has sole use of a mobile classroom and an enclosed garden. The group is managed by a parent committee and provides sessional care for 16 children aged from three to five years. The pre-school runs morning sessions from 09:15 until 11:45 and Tuesday and Thursday afternoon sessions from 13.00 until 15.30. A lunch club operates on Mondays, Wednesdays, and Fridays from 11:45 until 12:45.

There are currently 32 children on roll, of whom 30 receive early years education funding. Children with learning difficulties and/or disabilities are supported, and children with English as an additional language can be supported. Children who attend the pre-school are mainly from the surrounding area and the majority of children will attend Bishopsteignton Primary School.

There are six members of staff who work full and part time hours and one support worker. The majority of staff have recognised childcare qualifications. The pre-school has adopted a learning

through play approach and receive support and training through the Early Years Development and Childcare Partnership and the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a very clean environment where good procedures are followed to minimise risks of infection. Good procedures are followed in the event of an accident. Staff have valid first aid certificates and ensure accidents are recorded and countersigned by parents. Children are able to be independent with toileting and are reminded of the importance of washing hands, for example, before snack time and confidently help themselves to tissues to wipe their nose.

Children's dietary needs are recorded. Children have healthy snacks provided and are able to make their own selection of what they would like to eat and pour their own drinks. They are able to access drinking water throughout the session. Children staying to lunch bring a packed lunch. Snack time is a very social occasion the children eagerly choose who they wish to sit next to and learn good social skills.

Children enjoy fresh air each day, in the secure outside play area. They have opportunities to move freely and negotiate space. They play individually and in group games and will initiate their own games as well as having planned activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very bright and welcoming environment. Their work is attractively displayed on the walls reflecting themes and activities they have been following. The room is set up well to give children a wide range of activities and toys to select. The toys and resources are in very good condition and rotated to provide variety and stimulation.

Children are supervised well at all times. Staff conduct daily checks of all areas used and are vigilant in monitoring the door during arrivals and departures. Children's and staff's attendance is clearly recorded and visitors' book is maintained showing clearly, who is in the building. Regular fire drills are conducted and the children are familiar with the routine and where they go to in the school grounds in the event of an emergency. They learn the importance of keeping themselves and each other safe as they play and move around the room.

Children's welfare is further protected by the staff's secure knowledge of the procedure to follow for dealing with child protection concerns. They have completed training and have information in which to refer. However, the child protection policy does not include clearly the procedure to follow in the event of an allegation being made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are extremely happy and settled. They eagerly enter the room, quickly settle in to their play, and take delight in seeing their friends and members of staff with whom they have strong attachments. They play independently and together and will initiate their own games. They are keen to share their home news and confident to talk to the group at circle time.

Children are polite and thoughtful to each other. They learn to share their toys and show consideration for each other. The timer is used as a reminder for tidy up time, which the children happily participate in putting the toys away carefully.

Children are keen to show their work and receive plenty of praise and encouragement. They comment on each other's work and will point to their work displayed on the wall. The staff take photographs of the children as they play and show them at circle time to the delight of the children who recall what they were doing and discuss who is in the picture.

Nursery Education

The quality of teaching and learning is good. Children are making good progress along the stepping stones towards the early learning goals. They concentrate well and are keen to learn. Staff have a good understanding of the Foundation Stage; they encourage the children well both in planned activities and spontaneous play opportunities giving them plenty of opportunity to express themselves and use their own ideas. However, the more able children do not always receive sufficient challenge to build on what they know and can do, and complete some planned activities with ease. The children have a keyworker who makes regular observations and all staff will record any significant achievements as they observe the children during the session. Each child has their own individual learning plan and targets are set to plan for their next stage of development. Children are keen to look at books and hold them carefully. They enjoy group story time and will ask a member of staff to read to them during the session. They enjoy action songs and will ask for favourite songs.

Children count for a variety of purposes and learn simple deductions. They learn about size and volume, for example, when building with bricks. Children have opportunities to be creative with paints, play dough, and craft materials. They have opportunities to make marks for a variety of purposes as they play, as note-taking materials are easily accessible in the home corner and workshop. Children engage well in role-play cooking and dressing up and being builders where they enjoy using a good range of resources to support their play, for example, using drills, saws, and helmets.

Children learn about nature with interest, for example, the life of the butterfly and have been involved in 'Save the Whale week', which was used for fund raising and the pictures they made were judged by a local environmental artist. Children recognise their names at snack time and during registration and discuss initial letter sounds. They chalk letters on the tarmac during outside play. Children use simple technology toys to support their play.

Helping children make a positive contribution

The provision is good.

Children are all treated equally and learn about their local community and festivals are celebrated throughout the year to raise their awareness of diversity. Children learn to share, take turns, and be thoughtful to each other. Children's spiritual, social, moral, and cultural development is fostered. They behave well and are familiar with the boundaries. The staff are very consistent in dealing with any behaviour issues and present as positive role models for the children.

Children with learning difficulties and/or disabilities receive very good support. Staff liaise with parents to ensure consistency of care and seek support from outside agencies. These children have individual learning plans and targets set to support their development. Staff take delight

in observing the progress they make. The children all sign at registration time and staff have attended various courses to support the care of these children.

Partnership with parents is good. They are warmly welcomed on arrival. There are good systems in place to keep them well informed of how their child has been and the progress they are making. They receive regular newsletters and the notice board provides current information. They have the opportunity to meet with their child's keyworker. Parents whose children are in receipt of funding have access to their child's individual plan and the targets that are set to support their individual development. This enables parents to support their child's learning at home.

Organisation

The organisation is good.

Children are cared for by caring and experienced staff who work well as a team. They relate very well with the children. They know their likes and dislikes and they receive plenty of individual attention, praise, and encouragement. Children play in a very bright welcoming environment and have a wide variety of play opportunities. Children's documentation is recorded to support their placement and there are policies in place to meet the regulations and the standards. Staff meet regularly to plan and evaluate the session.

Leadership and Management is good. The pre-school is supported by a committee who take an active interest in the daily running of the setting and plan for the long-term stability. The staff work well together to ensure the children receive good quality care and education. The pre-school has regular contact with the Reception Teacher of the school making the transition for the children from pre-school to school run smoothly. There are effective systems in place for the committee to monitor the quality of the provision, including staff appraisals and regular reviewing of policies and procedures.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, recommendations were made to provide children with more opportunities to use and enjoy books. Children have access to the book corner and staff encourage children to select books. A further recommendation was made to provide appropriate support and challenge for those children with learning difficulties. These children are very well supported to ensure their individual needs are met and the staff liaise with parents to ensure consistency of care.

Complaints since the last inspection

Since the last inspection 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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):

- ensure the child protection policy includes the procedure to follow in the event of an allegation being made against a member of staff.

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):

- ensure the children receive sufficient challenge to extend their learning and build on what they know and can do.

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