

# Salcombe Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	106209
<b>Inspection date</b>	21 January 2008
<b>Inspector</b>	Juliet Eileen Hartridge
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<b>Registered person</b>	The Trustees of Salcombe Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Salcombe Pre-school was registered in 1972, and has occupied purpose built premises situated in the grounds of Salcombe Primary School since 2001. It is registered to provide full day care for up to 26 children aged from two to five years. At present there are 28 children enrolled, 15 of whom receive nursery education funding. The group is open from 09.00 to 15.15, Monday to Friday during term time and closes on Friday at 15.00. Children are able to attend all day and have lunch if they wish. A parent and toddler group runs alongside the afternoon session on Wednesdays and between 10.00 and 12.00 on Tuesdays. On these days, only 15 children attend the pre-school. The pre-school is managed by a voluntary committee of parents who employ eight qualified staff. The group receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is outstanding.

Children thrive because their health needs are particularly well considered. They have excellent opportunities to learn about hygiene and their own health care when they carefully wash their hands before mealtimes. The well designed bathroom area has step by step instructions, illustrated by photographs of children washing their hands, to remind children about the routines. Staff are on hand to support children if required, but self care is successfully encouraged with friendly chat about rolling up sleeves, and choosing the liquid soap. Children are well aware of the importance of good hygiene, readily talking about germs and commenting that staff also wash their hands before serving their food. Staff encourage children to select tissues from the dispenser, blow their noses and dispose of the tissues independently. The risks of cross infection are minimised as staff rigorously follow very hygienic nappy changing routines. Very clear documentation further supports children's good health, including carefully completed accident and medication records. Children are provided with healthy snacks including a variety of fruit and breadsticks, with a choice of water or milk to drink. Packed lunches are safely stored under refrigeration and there is also an option to choose a cooked meal from the school. Menus are displayed and include a variety of healthy choices to enable parents and carers to choose meals which are appropriate for their children's dietary needs and preferences. This is also a helpful introduction to school meals.

Children have excellent opportunities to enjoy exercise, and greatly benefit from regular daily opportunities to play outdoors in all weathers. The outdoor play area is well designed and children also have access to more space in the adjacent school playground if required. Children run, climb, dig and mould sand or pedal trikes whilst they learn about stopping and starting according to the traffic lights. Children's physical development is also most effectively promoted indoors when they play the hokey cokey and circle games, or use scissors, paint brushes and other tools. Children's needs are very well considered as they all have the opportunity to relax quietly for ten minutes whilst gently music plays at 'candle time' after lunch.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The pre-school rooms are light, airy and welcoming and are well designed. The displays of children's art work as well as other stimulating displays and posters, create an interesting and inviting environment for children. Toys and materials are clean, well maintained and safely stored where children can easily see them and make independent choices. However the computer area is rather cramped and is not arranged well and therefore does not enable children to safely access the mouse and use the computer independently. The setting is secure and safe for children as risk assessments of the indoor environment as well as outings are regularly undertaken, and visitors to the setting are carefully monitored; the door and gates are secure and well supervised at busy times of the day. Children are learning to take responsibility for their own safety and photos are used to illustrate the safety rules, for example no more than two children on the climbing frame together.

Children's welfare is effectively promoted as staff have a clear understanding of their responsibility to safeguard all children in their care, and are very well aware of appropriate procedures to follow should they have any concerns. The child protection policy has been

updated to include current practice and is available for parents and carers to read on their notice board.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident and settled and happy to be at pre-school. They arrive enthusiastically and eagerly join their friends at circle time at the start of the session. Staff are warm and cheerful and this creates a welcoming and friendly atmosphere. Staff know the children well and are thoughtful and supportive towards new children who are settling in or those currently requiring more support. Staff take many opportunities to talk to children about what they are doing, regularly asking them pertinent questions or seeking their opinions, for example about the feelings of characters in the story. Children are encouraged to recall their experiences when they make tickets for their journey or talk about journeys they have undertaken and would like to enjoy in the future. Younger children are very well included and the plans which are clearly linked with the components of the Birth to three framework, clearly indicate how activities are adapted and extended according to their needs, including story time and other planned activities.

## **Nursery Education**

The quality of teaching and learning is good and children are making good progress towards the early learning goals. They are given good support by staff who have a clear understanding of the principles of the Foundation Stage, and plan an interesting, well balanced curriculum which most effectively covers the six areas of learning. Written long term and weekly plans clearly indicate the learning intentions within the planned theme, including suggestions for vocabulary to be used as well as staff deployment for adult led activities. Recorded observations, photographic records and examples of their work clearly indicate children's achievements as well as their involvement in the planned activities, and are used to inform the short term plans. However the next steps in children's learning are not clearly indicated in these assessments.

Children learn about numbers in a practical and meaningful way, particularly enjoying a game when they confidently count or subtract animals according to the numbers on the large dice. Counting songs or books including 'Ten Little Ladybirds' are enthusiastically enjoyed by the children, and staff take frequent opportunities to count with the children during the daily routines. Children routinely count during their play; a child runs to the role play area and counts to herself whilst she carefully selects five long vegetables, which she proudly takes to the sand tray to be used as five candles for the sand birthday cake. Children often show high levels of concentration when they carefully model the sand, make tickets for their journey or select seashells from a drawer and carefully sort and line them up, or sit in the book area to look at books. Children listen enthralled to the story at group story time and swiftly recognise and choose their names at snack time. They confidently make marks when they write on the tickets they have made, and their vocabulary is developing when they describe what they are doing or observing. Children have excellent opportunities to use their imaginations and initiate their own ideas when they explore and freely express themselves in paint and other materials, play weddings or go on an imaginary train journey with their friends and their dog. A most extensive variety of outings are well planned and include visits to farms, the airport where they were able to sit in an aeroplane and the local fish quay and lifeboat. During a recent walk in their locality children took digital photos to include on their map display. These activities very effectively widen children's experience and provide excellent opportunities for children to learn about their local as well as the wider environment and develop their growing sense of place.

## **Helping children make a positive contribution**

The provision is good.

Children are well behaved and very well aware of the expectations within the setting. They are kind and helpful towards one another, for example a child choosing to stay indoors to befriend a new child on an introductory visit. Staff manage children's behaviour in a positive way, praising them when they have been helpful and awarding stickers when they have done well, or re-enforcing the group mantra of 'try hard and do your best' at circle time. Children have good opportunities to explore their feelings, for example discussing the meaning of facial expressions as digital photos are taken of all the children to be included on a birthday train display.

Staff know the children well and carefully ensure that all children are valued and included. There are good systems in place to support children with specific needs and staff work well with parents and carers, as well as professionals to ensure their needs are met. Children learn about the wider community in a positive and meaningful way when they explore festivals and celebrations or taste a variety of ethnic food. Children have excellent opportunities to learn about their own community when they make regular exchange visits to the adjacent school or go by boat to visit the local sailing school situated in the river estuary. These various aspects help to ensure that children's spiritual, moral, social and cultural development is being fostered.

The partnership with parents and carers is good and this supports children's learning well. Parents and carers are well informed about the early years curriculum, through interesting displays in the setting as well as ongoing discussions with staff and the regular parents and carers evenings. These provide good opportunities to share their children's assessments and talk to staff about their children's achievements and progress. Home visits before the children start pre-school provide staff and parents with a valuable opportunity to exchange information and learn about the children's interests. Regular newsletters keep families informed about what their children are currently learning about, and parents and carers are also encouraged to stay and play if they are able. This ensures that they are given ideas to follow up at home and are therefore fully involved in the provision for their children.

## **Organisation**

The organisation is good.

Children benefit from the good organisation evident in the pre-school. The building and outdoor area is well designed according to the needs of young children. Listening, writing and creative areas, as well as comfortable and well stocked library areas are inviting and encourage children to make choices whilst they play. Good staff ratios ensure that children are well supervised at all times and the key worker system ensures that staff know the individual needs of their key group children well.

Leadership and management is good. Staff and management have an enthusiastic and professional approach, and work well together as a team. They evaluate the setting every month, clearly identifying strengths as well as areas which they would like to develop and improve. Children benefit as there is a strong commitment to training and keeping up to date with new developments; staff training needs are identified at the regular appraisal meetings. Regularly updated policies and procedures as well as the operational plan and clear documentation successfully support the safety and welfare of the children, including clear attendance registers and children's information forms. The pre-school meets the needs of the children for whom it provides.

### **Improvements since the last inspection**

At the previous inspection the pre-school was asked to improve the child protection policy, as well as protect children from hazards arising from the steep bank in the outside play area. The child protection policy has been further developed and updated and is clearly displayed in the setting. The fencing in the outdoor area has been extended and now prevents children directly accessing the top of the most steeply sloping part of the bank.

At the previous nursery education inspection the pre-school were asked to improve planning and staff awareness, particularly regarding mathematical development and communication and language and literacy, in order to ensure planned and everyday activities develop children's learning. Significant progress has been made and staff now ensure that children's awareness of number and language is actively planned and promoted during play and everyday activities. These changes have resulted in an improvement in the overall safety as well as the educational provision for children.

### **Complaints since the last inspection**

Since 1 April 2004 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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### **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 layout of the computer area to enable children to access it more safely

#### **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):

- improve the assessment and planning systems to ensure the next steps in children's learning are more clearly identified.

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](http://www.ofsted.gov.uk)