

Teignmouth Pre-School

Inspection report for early years provision

Unique reference number	EY287067
Inspection date	16/10/2008
Inspector	Sally Hall
Setting address	Richard Newton Hall, Higher Buckeridge Road, Teignmouth, Devon, TQ14 8QP
Telephone number	01626 776831
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Teignmouth Pre-school has been established for 30 years and is managed by the Pre-school Learning Alliance. It operates from a community centre on the outskirts of Teignmouth, in Devon close to Hazeldown Primary School. The setting has use of a large hall which is all on one level, with kitchen, toilets, and small outside play area, with car park facilities. The hall is easily accessible. The pre-school works in partnership with other settings to provide outdoor experiences. The setting is registered on the Early Years Register to provide care for up to 26 children aged from three to five years. There are currently 35 children on roll, of whom 34 are in receipt of funding. They support children who have learning difficulties and/or disabilities and those who have English as an additional language. Funded sessions run from 09:00 to 11:30 on Mondays, Tuesdays, Thursdays and Fridays with an optional extension until 12:00. This period is not funded. On Thursdays there is a lunch club and an afternoon session from 13:00 to 15:00 and children may stay for the whole day. There are 11 members of staff working in the pre-school including the manager, who have recognised childcare qualifications or are working towards them. They receive support from outside agencies including the local authority and the Foundation Stage Advisory Teacher.

Overall effectiveness of the early years provision

Children are very happy and settled, their learning and development is soundly supported to help them make progress towards the early learning goals. However, there are weaknesses in supporting the more able child and ensuring all children are sufficiently challenged during their free play. Secure systems are in place to support children with learning difficulties and those with English as additional language. The setting has met the recommendation from the last inspection regarding records being fully completed and available. They have started a comprehensive self evaluation and accurately identified the areas for improvement. Their capacity to maintain improvement is secure.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to ensure all parents are fully involved in children's progress to support their learning at home
- ensure the more able children receive sufficient challenge to build on what they know and can do easily
- ensure staff are fully deployed to support children's learning during free play activities

The leadership and management of the early years provision

The setting has identified areas for improvement and demonstrates a sound knowledge of the importance of on-going self evaluation to monitor their own progress. The staff work well as a team and have completed various courses, including child protection training, to support their knowledge and have a high commitment to on-going training. They have regular staff meetings and annual appraisals to support their personal development. There are systems in place to support children's learning and plan for their next steps and make regular observations. Children have a key person and all the staff know the children well. However, the staff are not always sufficiently involved with the children to support their learning during free play opportunities or to encourage the more able children to build on what they know and can do easily.

Parents are warmly welcomed and there is a good exchange of information on a daily basis. Children's records are available to share with parents so they can support their child's learning at home, however, not all parents are fully involved. Regular opportunities are held for parents to come into the setting to discuss their child's progress. However, these tend to be at set times and limits the opportunity for all parents to be actively involved in their child's learning. Documentation and policies are all in place to support children's placements and personal records are stored confidentially. There are secure systems in place to ensure children are safe and supervised well at all times. Information is shared with other carers and settings to support children's learning and ensure consistency of care. The pre-school is actively working in partnership with other settings to provide additional outdoor experiences for the children.

The quality and standards of the early years provision

Children are very happy, secure and sensitively cared for, they are eager to see their friends on arrival and quickly engage in activities. They have access to a broad range of resources to support their learning which are all in good condition and easily accessible. Staff have a good rapport with the children but do not always interact fully with them to extend what they are doing. Children enjoy stories and action songs such as 'Ten Green Bottles' and 'Going on a Bear Hunt'. Some children have a secure knowledge of their numbers, can do simple calculations and simple problem solving but are not sufficiently challenged to extend what they know. They have limited opportunities to make marks for a variety of purposes during their free play or to encourage sound recognition to support their communication, language and literacy. Children listen well to instructions and actively help to tidy up; they are familiar with the daily routine. They make their own choices, initiate their own games, and enjoy craft activities manipulating their small muscles using play dough and confidently using scissors. They concentrate well at their chosen tasks and comment on each others work. They share and take turns well. They eagerly select musical instruments during their free play and talk about the noises they can make.

Daily safety checks and regular risk assessments ensure children are safe. They learn about the importance of keeping themselves safe. For example, being special helpers such as 'Safety Helper' where they actively remind the other children to play safely on the slide and not to run. They know not to play on the slide when the closed sign is displayed. Children are very confident and keen to introduce

themselves and show their work. They are encouraged to express themselves at registration time and bring items in from home to talk about. They receive praise and encouragement and take delight when they receive a sticker for their achievements. Children enjoy a café style snack time and show concern for each other such as the nominated 'Chef Helper' when a child had not had a snack. The nominated helper helps to prepare a variety of healthy snacks of fruit and vegetables which children help themselves to. Children staying to lunch bring a packed lunch. They know to wash their hands before snacks. Children are all treated equally and those with specific needs are supported well. The setting actively seeks support from outside agencies to support their individual development.

Children behave very well. Good strategies are used to encourage children to take responsibility for their own behaviour such as the 'Traffic Light System' stop, think and go. They learn to express their emotions at registration time when they say good morning with different expressions, for example, using a 'happy', 'sad', or 'thinking' voice. Children have opportunities to do drama and have a visiting production group invited in to perform plays such as 'Alice in Wonderland'. Children have local walks and learn about their local community through regular outings to places of interest such as Shaldon Zoo, the Coastguard, Lifeboat, ferry trips and regular visits to the Library.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints to Ofsted since the last inspection that required the provider to take any action.

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.