

Loddiswell Pre-School

Inspection report for early years provision

Unique reference number EY375992
Inspection date 04/12/2008
Inspector Christine Slaney

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Loddiswell Pre-School is managed by a committee and has been operating for many years. It was registered to operate in its current premises in 2008. The premises comprise a self-contained building, which the group has sole use of during the day. There is substantial outside play space. The provision is accessed by a level pathway and has off-road parking.

The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is open Monday to Friday, from 09:15 to 15:30, and may provide care for a total of 20 children under eight years of age at any one time. There are currently 19 children on roll. The pre-school supports children who have learning difficulties and/or disabilities and those who speak English as an additional language. Out of school care sessions run in term time from 15:30 to 17:30 on Monday, Wednesday and Friday. A holiday club is available every Friday during school holidays, from 09.00 to 17.00, with an occasional extra day depending on demand.

A staff of nine support the provision, at least half of whom hold appropriate childcare qualifications. The pre-school receives the support of the local authority.

Overall effectiveness of the early years provision

Children's needs are successfully met. This is because staff and the parent committee are working effectively to provide a good level of inclusive care for children. Flexible planning results in children thoroughly enjoying activities and experiences which extend their learning. The partnership with parents is extremely good, further supporting children's individual needs. Important links have been developed with the local community and school. As a result, children are making good progress given their age, ability and starting point. The staff team are committed and enthusiastic, and continually review their practice. The pre-school's capacity to maintain continuous improvement is excellent.

What steps need to be taken to improve provision further?

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

- continue to support staff's learning plans to improve their qualifications
- review activities like circle time and story time to enable all children to have more opportunities to develop listening skills, particularly during large group activities.

The leadership and management of the early years provision

The setting uses extremely effective methods to reflect and evaluate the service it provides. This includes capturing children's own thoughts and feelings. New

technology like digital framing is used to record the children's days, providing instant feedback for parents.

The pre-school enjoys very good relationships with parents and the local community, for example, a communication book offers parents daily opportunities to record comments. Parents also have regular access to their own child's achievement records, which are regularly updated with their comments about what is happening at home. In addition, the pre-school proactively seeks support from the local community. This includes very strong links with the local school and churches. As a result, planned opportunities build on and extend children's own experiences of the local community.

Staff are supported in their professional development and learning plans are used to improve their knowledge and understanding. This means the pre-school has correctly identified the need to ensure at least half of the staff at every session hold appropriate qualifications. The staff team are committed and enthusiastic in their work with children, for example, they speak eagerly of their plans to further develop and extend children's learning in the newly completed outside play area.

Children learn to keep themselves safe in their play. This includes participating in tidy up time and the development of clear and simple rules like kind hands, feet and voices. As a result, children's behaviour is good. The pre-school actively takes steps to safeguard and promote the welfare of children, including procedures to ensure staff have been appropriately vetted. Effective safeguarding policies and procedures are in place. Staff are aware of their role and responsibilities regarding child protection and have a good understanding of the safeguarding procedures. There is a detailed risk assessment of the pre-school, which is reviewed regularly to ensure all risks are clearly dealt with and improvements made.

The quality and standards of the early years provision

Children are happy, well occupied and settle quickly to play in the safe and secure environment. They move freely and confidently around the room and are encouraged to develop independence while using small tools, for example, scissors, and spoons with which they serve themselves fruit at snack time. There is a good range of quality resources, including recycled materials like shoe boxes. The children make gold coins and bury them in the sand pit as hidden treasure. Children design treasure maps, making marks on paper and in the sand. They count their steps clearly and confidently as they use their maps to look for the hidden treasure. In addition, they add and subtract their steps as they negotiate with friends which way to go. This is all actively encouraged by a skilful staff team who use effective questioning to extend children's learning through their own interests. Children develop their large muscles as they climb and balance on a fixed climbing frame, using their imagination well as this becomes a pirate ship. This flexible planning results in children thoroughly enjoying the activities and experiences. There are effective systems in place to find out children's starting points. Staff proactively update this information with parents on a regular basis. They recognise that children's learning happens in partnership with parents. Observations of children are used well to inform every child's individual learning

plans. This information is used to inform day-to-day planning and helps staff support children in their play. Recent training in relevant frameworks, like letters and sounds, means staff are developing in confidence and use some very effective questioning to support children in all areas of learning. Children enjoy books, but some of the larger group activities like story time are not yet fully established. While most children's concentration is sustained during story time, some younger children have yet to fully benefit. Staff are reflective during these activities and are quick to adapt the learning environment. Children are well behaved and respond to effective behaviour management systems. They are praised often and positive reinforcement, like a busy bees reward chart, is used very well to further support acceptable behaviour.

During snack time, children's learning is extended by skilful questioning from staff members. Lively discussion between staff and children ensures that children have a real understanding of what happens to food and why we need it. Consequently, children excitedly shout out 'it keeps my feet moving and warm'. Children enjoy healthy snacks, including fruit, and benefit from fresh air every day.

Children are well cared for in the event of having an accident because every staff member holds a first aid qualification. Accidents are recorded with appropriate detail and stored suitably to ensure confidentiality. Children are kept safe in the setting as staff are vigilant in ensuring all visitors are recorded and exit doors are secured. Children are also protected by regularly practising the fire evacuation procedure. The records are monitored and any risks identified are immediately acted upon.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	2
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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 made to Ofsted since registration.

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.