

Payhembury Pre-School

Inspection report for early years provision

Unique reference number

EY371344

Inspection date

11/12/2008

Inspector

Michelle Tuck

Setting address

Payhembury Parish Hall, School Field, Payhembury,
Honiton, Devon, EX14 3HT

Telephone number

Email

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

Payhembury Pre-school has been operating since 1995 and was re-registered in March 2008 to provide care in the new Payhembury Parish Hall, which is next to Payhembury School. It has use of one large room, smaller room, kitchen and toilet facilities. Children access the local school grounds for outside play, and use the school library. The group operate Tuesday and Thursday, 09:00 to 12:30 which includes a lunch club and Monday, Wednesday and Friday, 09:00 to 11:30, term time only. The pre-school is registered on the Early Years Register to provide care for 26 children in the early years age group. There are currently 17 children on roll. There are currently two members of staff, of whom one holds a Level 3 qualification and the other has just completed her Level 3 qualification and is awaiting her results.

Overall effectiveness of the early years provision

Children are making good progress and are happy and settled at the pre-school because they have many opportunities to access enjoyable and challenging activities that support their development and learning. Staff know the children well and respond sensitively to their individual needs and work with parents to provide an inclusive environment. The staff team demonstrate a strong commitment to improvement and regularly reflect on their own practice in order to identify ways to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that good hygiene procedures are implemented consistently, for example, encourage children to wash their hands after wiping their nose
- ensure all areas accessed by children are safe, with particular regard to electrical sockets

The leadership and management of the early years provision

The staff are supported effectively by a strong committee of parents, who help to ensure the smooth running of the pre-school. Robust recruitment and induction procedures ensure that children are cared for by appropriately vetted and qualified staff who are familiar with the range of policies and procedures that are in place to underpin good practice. Overall, the pre-school's routines and activities support children in accessing interesting and challenging activities, whilst responding to their individual needs and interests.

There are effective procedures in place to evaluate the service provided, which include providing parents with questionnaires. These have resulted in valuable developments within the pre-school, such as the implementation of home visits

prior to children starting at the pre-school. These changes have a positive impact on children's welfare and learning. Staff enthusiastically seek training to support their continuing professional development and also liaise with other professionals, to ensure they are all working together to safeguard children.

The pre-school has established very good partnerships with parents through effective communication. Staff are available for discussion at the beginning and end of the day and also provide written information about the pre-school's activities and parents receive individual progress reports for their child. Successful partnerships have been established with the local school, where most children go on to attend.

The quality and standards of the early years provision

Children are confident and happy in the pre-school environment and quickly settle in to the daily routines. They have regular opportunities to play outdoors where they enjoy fresh air and exercise. For example, they like to ride around on their wheeled toys and also enjoy initiating a range of play activities, such as gathering autumn leaves to make a nest. Children learn the importance of good personal hygiene and staff generally implement a range of effective procedures throughout the pre-school to maintain cleanliness. However, these are not always consistently maintained, for example, children are not routinely encouraged to wash their hands after wiping their nose.

Children have good opportunities to initiate their own play and demonstrate positive attitudes towards learning. They independently select resources and use them to develop interesting play activities. For example, children use dressing up and role play equipment to develop imaginative games, they develop keyboard and mouse skills as they access computer programs and they enjoy sharing news about things they see at the pre-school, such as the robin visiting the bird table outside, or what they have learnt, such as learning about the French culture including how to say familiar words in the language. Staff interact well with children to support their learning, using daily routines, such as circle and mealtimes to develop independence, self-esteem, awareness of sounds and letters, problem solving and awareness of numbers. For example, children know they need one more chair at snack time to make nine in total. Children play within a generally safe, secure environment, however, some of the electrical sockets are accessible to children in the bigger room.

Staff have recently reviewed their procedures for planning activities and assessing children's progress. By providing a focus and taking account of children's interests staff ensure all children are developing and progressing within the Early Years Foundation Stage (EYFS) framework, for example, children showed an interest in playing with the dolls, the staff arranged for a parent to come into pre-school and bath her baby. After which the children had the opportunity to bath the dolls. Staff regularly observe children as they play and evaluate what they have seen in order to track children's progress. Parents contribute information about children's learning at home to help provide a comprehensive record of their child's development.

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.	2

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?	2
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?	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 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.