

# Dunkery Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY289554
<b>Inspection date</b>	03/12/2008
<b>Inspector</b>	Christine Huard

<b>Setting address</b>	Cutcombe C of E Voluntary Controlled First School, Wheddon Cross, Minehead, Somerset, TA24 7DZ
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<b>Telephone number</b>	
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<b>Email</b>	
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<b>Type of setting</b>	Childcare on non-domestic premises
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## **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

Dunkery Pre-School is based at Cutcombe Church of England Voluntary Controlled First School in Wheddon Cross, Somerset, with whom it has established links. It is run by a voluntary committee and was first registered in 2001. In 2008 it moved into a purpose-built extension of the school which has its own toilet facilities and secure outside area. There is disabled access. Children continue to have use of the school's facilities, playground and wildlife area. The pre-school is registered to provide care for up to 14 children aged from two to five years at any one time. There are currently five children on roll, three of whom receive funded nursery education. The setting is registered on the Early Years Register. The provision supports children with learning difficulties and/or disabilities although there are currently none on roll. Sessions are held on Monday, from 09.00 to 15.00, and on Wednesday and Friday, from 09.00 to 12.00, during term time only. There are two members of staff and both have appropriate early years qualifications.

## Overall effectiveness of the early years provision

Children make good progress within the Early Years Foundation Stage (EYFS) because of the setting's inclusive practice of providing a wide range of stimulating and purposeful activities which are adapted well to meet the differing needs of children within the group. Staff are well qualified and committed to improving their expertise. Action has been taken to address the issues raised by the last inspection, demonstrating good capacity for continuous improvement. Although the staff carefully evaluate their practice against the EYFS requirements in the short term, not as much is done to identify areas for future development and set goals for the longer term. The pre-school works closely with parents and carers and also has very strong links with the school. Information is provided for parents as to their children's progress in all the areas of learning, but this information is rather limited and does not give as full a picture as it could do.

## What steps need to be taken to improve provision further?

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

- take steps to more formally evaluate the work of the group in order to plan for longer term developments and further improve outcomes for the children
- provide parents and carers with more written information about their children's progress in the six prescribed areas of learning

## The leadership and management of the early years provision

The pre-school works closely with parents and carers of children attending and has very strong links with the school. These partnerships ensure that children are ready for school when the time comes and transition is achieved with minimum disruption. All the necessary documentation and policies are in place and are

reviewed and updated at regular intervals. The staff are very committed to providing the best possible learning environment for the children, and attend training and work closely with other professionals, such as the EYFS leader in the school, to achieve this. The work of the group is carefully evaluated in order to identify short term developments and improvements, however, self-evaluation undertaken to identify longer term goals is in its infancy and requires further development. Staff are very aware of their responsibilities to protect the children in their care and all appropriate safeguarding procedures are in place. Risk assessments are undertaken regularly and any areas identified for action are dealt with quickly.

## **The quality and standards of the early years provision**

Children at Dunkery Pre-School are happy and well cared for. They settle quickly in the morning and rapidly become absorbed in the wide variety of activities which enable them to develop and learn effectively. Social and personal skills are developing well. Children are confident and are learning to share and cooperate willingly with other children and adults. At snack time they sit happily together, chat to each other and the staff, and willingly help to clear up and put things away. They are beginning to learn how important it is to eat healthily and also the rudiments of personal hygiene as they wash their hands before eating. This time also provides many chances to develop children's awareness of number and shape and space. They count the number of pieces of apple, cucumber and cheese and identify the shapes of the plates, windows and familiar objects.

There are many opportunities for children to develop their language skills, especially through role play. The outside area provides much stimulation. The willow dome and two little houses provided the inspiration for the children to imagine taking the train to the castle and indulging in myriad adventures. There are ample opportunities for them to practise early writing and mark making skills and a wide range of writing resources to help them to do this. A comfortable and attractive reading area with a very good range of books means that children become familiar with books and stories. Their creative abilities are developed well through music, art and craft activities as well as role play. They are busy making Christmas trees based on triangular shapes and reindeer are imaginatively created using feet and hand prints. They learn an awareness of their own bodies and develop their coordination by using the wide range of outdoor equipment which enables them to run, climb and manoeuvre large wheeled toys. The pre-school has a wide range of resources and equipment, which means that children have the chance to extend their knowledge and understanding of the world effectively. They are developing their competence at using computers by playing simple games. They learn which magnets will and won't attract, and sand and water play provide endless opportunities for speech and language development and exploration. Finding ice and watching how it melts as the sun shines on it provided endless fascination in the very cold weather. All these activities mean that children's future economic well-being is assured.

Children play in a safe and attractive environment. They are learning how to keep themselves safe, for example, during snack time the older children are taught how

to use the knives safely. They have opportunities to choose activities for themselves as well as participating in those that are directed by the staff. Children's progress is carefully recorded using a range of methods and these are used to carefully plan their next steps in learning. Parents are kept informed of their children's progress but reports do not always provide enough information about how children are doing in each area of learning.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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 the last inspection.

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.