

Galmpton Pre School Limited

Inspection report for early years provision

Unique reference number EY300296
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Inspector Janet Butlin

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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

Galmpton Pre-school opened in 1988 and meets in the village hall in Galmpton village, situated in a level location, between Paignton and Brixham. The pre-school has use of the whole premises, which include a large room, kitchen, toilet area and hand basins that are available for children. There is also a secure outside play area. The group is registered on the Early Years Register to care for up to 26 children aged from two years. The pre-school is open during term time only from 09.15 to 11.45 on Monday, Tuesday, Thursday and Friday, with full day care being available until 15.15 on Tuesday and Thursday. An afternoon session is available on Wednesdays from 11.45 to 15.15. There are currently 57 children enrolled, 38 of whom receive funding for nursery education. The setting supports children who have learning difficulties and/or disabilities. There are currently no children who have English as an additional language. The pre-school is run by a limited company, who employ nine staff, five of whom hold appropriate childcare qualifications. The setting receive the support of the local authority.

Overall effectiveness of the early years provision

Children are well cared for in a vibrant and stimulating environment. The setting fosters a warm, effective, partnership with parents and other providers and professionals to ensure all are fully included and children's individual needs are met. The staff undertake extensive evaluation of their provision and identify areas for development, some of which have already been implemented, for example, strengthening links with supporting agencies. Although a regulatory procedure requires essential detail, their capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- improve handwashing procedures to reduce the risk of cross infection

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the procedure to be followed in the event of an allegation being made against a member of staff is included in the safeguarding children policy and procedure (Safeguarding and promoting children's welfare)

19/02/2009

The leadership and management of the early years provision

The setting has used a system of self-evaluation, which is comprehensive and has helped them to identify areas they wish to improve and develop. For example, staff have attended additional training to support their delivery of the curriculum. They have implemented all recommendations from the previous inspection by extending their confidence in planning appropriately for younger children. They have also developed a highly accessible way of sharing children's progress with parents.

Parents are warmly welcomed into the setting and have frequent opportunities to view children's learning diaries and discuss their progress with staff. Parents are keen to describe how happy they are with the pre-school and praise how staff have helped their children to settle and to progress. The setting works closely with supporting professionals, such as speech therapists and Portage workers, to ensure they plan to meet children's individual, unique needs. They have also begun to liaise with other providers, such as childminders, who share the care of the children. This helps them to ensure children enjoy a balanced and individually tailored programme of activities.

Children learn how to keep themselves safe, for example, becoming confident in the procedure to be followed if they have to evacuate the premises in an emergency. The setting takes a responsible approach to safeguarding children and has established policies and procedures to ensure their safety. They have created a child protection policy and procedure, but due to a misunderstanding, have omitted a regulatory clause. However, staff have a good understanding of child protection issues and have undertaken ongoing training in this area so that they know how to respond in the event of having a concern.

The quality and standards of the early years provision

Children are happy, settled and totally enthralled in their activities from the moment they enter the setting. They are making good progress in all areas of learning. Their progress is assisted by staff who know all the children very well and who make thoughtful observations of children's activities. They use these observations effectively to plan children's next steps. Effective teaching methods ensure that children are encouraged to think about their activities and work out what might happen next. Children help to inform the planning of themes by sharing what they already know about the topic. Staff work most effectively to gradually build children's thinking so their interests and curiosity are rewarded with further discoveries. Children converse with adults and their friends all the time, sharing their news and describing, for example, the model they have made. A particular strength of the setting is the continued emphasis given to the sounds within words and helping children to listen carefully. They use and enjoy books and listen to whole group stories featuring alliteration and rhyme. Children develop their mathematical understanding as they learn about shapes, size and quantity, and carefully work out how many are left as characters reduce in their games. They build models from a variety of materials and decide for themselves how to join the pieces together. They develop their small muscles as they manipulate

dough, for example, and observe the different textures and colours of the materials they are working with. Their outdoor play is purposeful and extends their physical development as they manoeuvre wheeled toys with skill and control. The learning environment is exciting, beautifully presented and totally accessible to all children, enabling them to explore and learn.

Children enjoy healthy fresh air every day, when the weather permits, playing in the setting's small outdoor area. They receive good care in the event of having an accident or becoming unwell as all staff are qualified in first aid and systems are in place to enable staff to respond appropriately. They enjoy healthy snacks of cereal, fruit and bread and the setting has a very good system of ensuring that children eat at times to meet their individual needs, as well as enjoying whole group social meal times. They carefully wash their hands after using the lavatory and before eating. However, although children can easily access the toilet facilities, the washbasins are at adult height. The setting therefore provides a bowl of soapy water and all children use this. Although the water is frequently changed and they use individual paper towels, this method does not totally protect them from the risk of cross infection. Children are kept safe in the setting as efficient risk assessments have identified and addressed all hazards. The premises are secure inside and out. Children are extremely well behaved, saying please and thank you and showing care and concern for one another. They share toys and games, and take turns well. They respond to praise, encouragement and the reassurance of staff, who help them to develop skills for the future.

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?	3

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 or 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.