

# Clawton Pre-School

Inspection report for early years provision

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**Unique reference number**

EY341640

**Inspection date**

23/03/2009

**Inspector**

Ronald Hall

**Setting address**

Clawton Primary School, Clawton, HOLSWORTHY, Devon,  
EX22 6QN

**Telephone number**

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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**

Clawton Pre-School has been registered since 2006. It is managed by a committee of parents and interested others. Based in the village of Clawton, close to Holsworthy, the setting operates from a community room in Clawton Primary School and children have access to a large sports hall and an outside play area. The setting is registered on the Early Years, compulsory and voluntary Child Care registers, to care for a maximum of 20 children. There are currently 12 children from three-years-old to five-years-old on roll and the provision is in receipt of early years funding. It has access for those with disabilities. The setting is open Monday 09.30 – 12.00 and 12.30 – 15.00, Wednesday and Thursday from 09.30 to 12.00 during school term time only. They employ three members of staff. The manager holds an appropriate level 4 early years qualification, and the deputy holds an appropriate level 3 qualification. The manager is currently studying for a level 6 qualification and the third member of staff is working towards a level 2 qualification. The setting operates a parent helper rota to support the staff. They are members of the Pre-School Learning Alliance and receive support from the local authority. It has links with Clawton Primary school's Early Years Foundation Stage provision and other early years providers.

## **Overall effectiveness of the early years provision**

Clawton Pre-School is an outstanding provision. The exciting, bright and imaginative environment combined with the skills of the highly trained staff ensures the needs of all children are very well met. The provision is fully inclusive. There is outstanding capacity for future continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- ensure effective communication with the pre-school linked to a child on roll to ensure continuity of learning
- ensure heaters in the main area are protected prior to usage

## **The leadership and management of the early years provision**

Leadership and management have created excellent self-evaluation, planning, assessment and recording systems, which combine to create outstanding leadership and management of the provision. This highly effective self-evaluation has resulted in excellent progress since the last inspection and gives outstanding capacity for future development. Regular meetings ensure the dissemination of good practice, effective opportunities to evaluate progress and make necessary changes to ensure the needs of all children are met.

Parents are involved in initial assessments and feel they are active partners in their children's learning. They are very supportive of the staff and reported they are kept fully informed of their child's progress at all times. One parent stated; 'I think it is wonderful, my child's language has really come on.' Staff send home the planning for each week so that parents can support and participate in their child's learning.

Leadership and management have ensured all documentation is in place and fully compliant with regulations. All parents sign to state they have read these documents and so are fully informed of all procedures. The children's welfare and safety is paramount with excellent systems to ensure all children are safe. Risk assessments are robust and checks carried out daily in most cases. An example of this is realising the need to ensure heaters in the main room have protected guards before they are placed in operation. Doors are secure and have alarm systems in place should a door be opened. The outdoor area is safe and secure with all equipment checked daily. All indoor areas are kept clean and hygienic and all resources and equipment are in good order. All registers and logs are completed accurately.

Management work effectively with the school's Early Years provision and has developed excellent transition arrangements. They also use both the school and local authority to help moderate and evaluate the work of the provision. There are also excellent links with local child minders and a wide range of other professionals to ensure all the needs of the children are met. To ensure continuity of learning they are also developing links with another pre-school, which is attended by one of the children.

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

Children enter the provision enthusiastically and thoroughly enjoy their learning, engaging in a wide range of interesting and challenging activities. Clear and accurate planning, assessment and recording are used to ensure the needs of all children are met. This planning covers all areas of the Early Years programme and the Every Child Matters agenda, with the children's welfare and enjoyment being paramount. The outstanding relationships they have with each other and with the staff have developed a culture of learning and mutual respect. Children feel really safe and secure and have a good understanding of healthy living and life styles. They make excellent choices at snack time and happily discuss the contents of their lunch boxes and the healthy food they contain. Children wash their hands as a matter of course and routinely carry out safe practices.

The outdoor area provides the children with opportunities for physical as well as imaginative play, riding around on bikes and tractors with glee, yet always being aware of the safety of others. Children enthusiastically dig in the gardening area, and discuss with each other the plants they will grow. Staff engage the children in conversation enhancing and extending their learning, especially related to the wider world, relating activities to their home lives and wider community.

The children's language and communication skills are outstanding and a strength

of the provision. All the children are confident and independent engaging in conversation with each other and adults with ease. Whilst playing with a tractor one little boy confidently stated; 'You can't put that trailer on the combine harvester, the grain will fall off.' A group of girls explained that the rosettes they were making were for the horse competition they had won.

During an entertaining music session children played a range of musical instruments and sang songs with the staff. The extension involved the children creating their own songs and these were sung with confidence and joy, taking great pride in the praise from their peers and staff alike.

Children are very polite and socialise with each other exceptionally well. They share resources and are always aware of the needs and feelings of others, creating a community in which they feel a part. During the inspection, several children assisted staff in taking photos of various children and activities and then helped to download the pictures onto a computer. Other children manipulated the keyboard and mouse as they enjoyed participating in a range of computer games.

Behaviour is excellent and children often resolve issues without the intervention of staff, which bodes well for their future well-being. The children's attitude to learning and their confident approach is an outstanding foundation for their future 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
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?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.