

# Cranmore & Doultling Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	142975
<b>Inspection date</b>	29/09/2009
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<b>Setting address</b>	Memorial Hall, West Cranmore, Shepton Mallet, Somerset, BA4 4QJ
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<b>Email</b>	
<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*.

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## Description of the setting

Cranmore and Doultling Pre-School operates from the memorial hall situated in the centre of the village of Cranmore, Somerset. The pre-school has use of all of the premises, and children make use of a main play room, a hall for indoor physical play, and integral toilet facilities. They have access to a garden area at the rear of the premises.

Ofsted have registered the pre-school on the Early Years Register to care for a maximum of 24 children aged two to five years. There are currently 12 children on roll, all of whom are in the early years age range. The pre-school is in receipt of Government funding to provide nursery education. They are open Monday to Friday from 09:15 to 12:15 during term time only. This parent committee run pre-school employ four staff, all of whom have appropriate training in child care and early years education or who are currently completing a relevant course. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and enjoy their time at the welcoming pre-school, where they are valued and their uniqueness is recognised and respected. Staff plan a range of purposeful play activities and provide effective support, which contributes to children making good progress in their learning and development. Some evaluation systems are being used, which has led to some improvements, but these are not yet effective in reviewing and monitoring all aspects of the provision.

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

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

- designate a coordinator to take lead responsibility for safeguarding children within the setting, and consider specific training for all staff (Safeguarding and promoting children's welfare) 30/11/2009

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

- further develop the evaluation systems to help in effectively reviewing and monitoring all aspects of the provision and so support the implementation of ongoing improvements
- further develop the risk assessments for the premises to ensure the outside play area is made safe and secure, with particular regard to children's access to the grassed slope and step areas and the wire fencing at the back of this play area

- ensure Ofsted is kept informed of all ongoing changes within the group and committee

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

Children's welfare is supported overall through the satisfactory knowledge staff have of child protection issues. However, a safeguarding coordinator has not been appointed, which is a requirement, and staff have not completed any specific training, which impacts on the effectiveness of procedures to manage any concern arising. The group have appropriately addressed the recommendations from the last inspection, and children's attendance is now accurately recorded, contact numbers for the regulatory body are available for parents, procedures for managing any allegations against staff have been formed and planning and observation systems have been reviewed. Consequently, improvements have been made, which help to promote children's well-being. Some further areas for development have been identified, for example, reviewing staff appraisal systems to support their training and development, and more detailed systems of self-evaluation are being considered. There is a keen committee in place who have sought further training on their roles, so they can support the pre-school more effectively. Appropriate staff recruitment procedures are followed, which include taking up relevant checks and references, and an induction process is in place. Required records and documentation are overall in order and used with regard to confidentiality and most details of any relevant changes within the group are notified to Ofsted. Parents are provided with clear information about the group through a prospectus, parents pack, newsletters and notices displayed. Regular liaison is maintained through discussion and use of an individual daily diary, which informs parents of their child's activities. This promotes the sharing of information, although does not always clearly reflect what children are learning from their play. Parents' involvement is encouraged when their child brings 'Charlie Bear' home to care for him overnight. Children enjoy this responsibility and take 'Charlie Bear' on outings, swimming or to the shops and they like to discuss their visits during register time with their friends. Consequently, resources are used well to support children's interests and this is demonstrated further through the organisation of the play room, which provides different areas of learning, such as a 'role play', 'maths' and 'book' area. Each child is valued and their specific individual needs are supported in liaison with parents and other professionals involved in their care. For instance, clear links are being formed with other pre-schools children attend to share ideas on their development. This helps to provide continuity in children's care and learning.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress in their learning and development as a range of purposeful activities are provided, which help develop their natural curiosity. For example, their coordination and awareness of simple technology is promoted as they play in their 'office' with mobile phones, keyboards and a hole punch. They

become absorbed in water play as they fill and empty different containers and know they need some water to mix with the sand to build their sandcastles. Children enjoy playing with the wide variety of exciting toys and resources, which are well organised and labelled enabling them to make their own choices in play and learn how print carries meaning. Clear consideration has been given to use of resources so children can have fun in their play, such as in the 'dark den' where they switch on torches and look for the glowing duck and sparkling ball. They make their own pizzas and talk about the toppings they like. They have fun dressing up as policemen or doctors, and develop their imagination as they act out their ideas in the 'pretend play' area with the dolls and cots. Children's interest in colours is well supported, for instance as they finger paint with bright pink, yellow and orange paints. They print with different coloured number shapes and begin to use some number names within their general play. Some are confident counters and they start to solve simple practical problems as they know only two children can play in the role play house at any time. This encourages their early mathematical awareness and interest in numbers. Children absorb information about other cultures through their everyday play as they use the multi-cultural small world people in imaginative games or they make a clay pot to celebrate Diwali. This helps them develop a positive attitude to diversity through their play. Regular observations are made of children's play and these are used well to inform the planning of further activities, based on their interests and skills. Consequently, children are effectively supported in play that builds on their existing abilities.

Children learn about keeping themselves safe on their local walks around the village, for instance to the nearby recycling centre which promotes their early knowledge and understanding of sustainability issues. They are encouraged to look and listen for cars on their walks and staff assess each outing beforehand to help review and monitor children's safety. Relevant prevention is in place overall, for instance the hall doors are kept locked and visitors attendance is recorded, which helps with security. However, risk assessments do not identify all possible safety issues in the outside play area, which is on an upper, unprotected level. Children have daily opportunities to play outside and so benefit from being in the fresh air. Sometimes they visit a local play park, where they can run, jump and climb. This enables children to stretch, be active and use up their energy while having fun. However, full consideration has not been given to the learning experiences available within some everyday routines, such as the outside play sessions, which sometimes limits opportunities to extend children's large muscle skill development. Children enjoy their healthy snacks of apple, banana or juicy pear, and drinks of water or milk help to keep them appropriately hydrated. They develop an awareness of their own physical needs and wash their hands regularly before eating or after messy play and sometimes practice cleaning their teeth. Children behave very well and show an understanding of appropriate expectations. They stand still when they hear the musical signal for 'tidy up time' and are willing to help in clearing their toys. Staff act as good role models and children start to naturally say 'please' and 'thank you'. Children interact positively with their peers and with staff who give a friendly, caring approach. This contributes to the relaxed, happy atmosphere created and children feel reassured and secure in the setting.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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