

Princetown Pre-School

Inspection report for early years provision

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Inspector

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Type of setting

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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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.

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Description of the setting

Princetown Pre-School was established in 1995 and moved to the current premises in the Princetown Village Centre in 2009. The pre-school have their own premises within the centre which consists of a playroom, enclosed garden and associated facilities. Children can also use other facilities within the building. The premises have level access. The pre-school is run by a voluntary committee who employ four members of staff, all of whom hold a relevant childcare qualification or are working towards one.

The pre-school operates Monday to Friday from 9.00am to 12.55pm during school term times and a lunch club is included in this time. The playgroup is registered on the Early Years Register for a maximum of 21 children aged from two years. There are currently 17 children enrolled, 11 of whom are in receipt of nursery education funding. The group currently supports a number of children with special educational needs and/or disabilities. The group receive the support of the Local Authority. The pre-school have strong links with other providers of childcare such as the local primary school and childminder.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in all areas of their learning and development as a result of staff's secure knowledge of their individual needs. Children feel a strong sense of community and clearly enjoy their time in the setting. Partnerships with parents, the local school and other agencies are effective in making sure that the needs of all the children are met. Children play safely and are cared for by a supportive staff team who have a clear vision to ensure future improvements.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessments include potential issues arising from visitors to the pre-school, including the parent and toddler group
- ensure that there are clear aims and objectives with regards to teaching children about the beliefs and cultures of other people as well as their own

The effectiveness of leadership and management of the early years provision

Safeguarding children is a high priority in the nursery and there are clear systems in place to obtain support and protection for children should it be necessary. Staff are clear about their roles and responsibilities and undergo appropriate training in this area. In addition the committee are skilled in this area and able to support staff through any procedures that may be necessary. Children play safely in a

stimulating learning environment where toys and resources can be accessed freely. Ongoing risk assessments are in place to ensure children's safety, however, these do not clearly show how any potential risk from visitors has been addressed although staff have clear procedures in place.

The staff and committee form a strong cohesive team that together are committed to improving outcomes for the children in their care. Staff regularly undertake training to increase their skills and knowledge and positively receive any suggestions to improve the care that they offer. They have very strong links with both parents and the local community, for example, working closely with the local primary school to enable children to have a seamless transition when they move on from the pre-school. There are effective systems for involving parents in their children's care and learning and for obtaining additional professional help for children if needed.

The strong partnerships with parents enable staff to gain knowledge regarding children's individual needs and this helps them to provide an inclusive service. However, they are not always clear about the learning objectives when visitors, such as local ministers, visit the setting.

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

Children have great fun as they learn through play during their time at Princetown Pre-School. They enthusiastically take part in a wide range of worthwhile activities that are provided for them. Children are self-confident and demonstrate wonderful imaginations as they make up intricate games together. This is enabled by the provision of easily accessible resources that are of excellent quality. For example, children planning a 'holiday in Africa' quickly accessed a range of bags and purses that became their luggage as they planned their 'trip'. Children are very caring towards each other, for example, reassuring a new child to the setting that he could come and play again tomorrow.

The stimulating learning environment is used effectively with children visiting different areas throughout the session. The provision of all-weather clothes means that children freely flow inside and outside the building. They are developing their physical skills and independence as they put their coats on to go outside where they play with a wide range of equipment. Inside children develop their numeracy skills; they self-select from a range of mathematical toys and games, sorting colours and numbers of plastic teddies into trays. Children enjoy listening to stories both as a group and individually, learning a love of books. They begin to understand that print carries meaning. They are provided with opportunity to develop their early writing skills using resources such as paint brushes, pencils and paper. Children are proud to share their achievements and receive constant praise, which boosts their positive self esteem.

Children who need some extra support receive it as a result of an effective system that the pre-school have in place. For example, additional staff can be employed or contact made with speech and language therapists as appropriate, with the setting

working closely with parents throughout any referral process. As a result these children are happy, settled and integrated fully into the group.

Children learn to care for their own personal hygiene and automatically wash their hands before eating and after using the toilet. They are able to access drinking water throughout the session from clearly labelled individual bottles. Lots of colourful pictures displayed around the room teach them about foods that are good for them.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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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