

# The Committee of Dunsford Pre-School Playgroup 1028530

Inspection report for early years provision

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**Unique reference number**

EY391200

**Inspection date**

19/11/2009

**Inspector**

Julie Neal

**Setting address**

Dunsford Community Primary School, Dunsford, EXETER,  
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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*.

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).

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.

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## **Description of the setting**

Dunsford Pre-School Playgroup is located on the edge of Dartmoor in Devon. It has been registered at its current location since 2009. The pre-school has use of self-contained premises within Dunsford Primary School, with their own enclosed outside play area. It is a registered charity and is run by a voluntary committee.

The setting is registered on the Early Years Register, and the compulsory part of the Childcare Register, to provide care for a maximum of 24 children under eight years at any one time, all of whom may be in the early years age range. There are currently 14 children in this age group attending at different times. The setting is open on Monday, Tuesday and Wednesday mornings from 9.30am to 12.30pm and from 9.30am to 3.30pm on Thursday, during term time only. There are three members of staff working with children, two of whom have early years qualifications. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's individual needs are met well because staff work very closely with parents to ensure they have a good understanding of each child's requirements. Systems of self-evaluation enable the setting to identify areas for improvement, and inform clear action plans for the future that support good quality outcomes for children. Information sharing within the setting is very good, the staff team making most effective use of their knowledge of individual children to ensure they make consistently good progress in their learning and development.

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

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

- ensure records that monitor children's progress are consistent in identifying the next steps in learning for each child
- ensure there is a process in place to confirm the ongoing suitability of staff, to ensure children remain safeguarded
- ensure that policies and procedures are regularly reviewed to reflect current practice, and changes in the regulatory framework

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

Overall, leadership and management at all levels is effective in promoting children's welfare, learning and development. Children are generally safeguarded appropriately. Staff in the setting have a good understanding of Local Safeguarding Children Board (LSCB) procedures, and are secure in the actions they would take in order to protect children, should they have concerns regarding abuse or neglect.

However, some aspects of the committee's responsibilities with regard to safeguarding do not support day-to-day practice in the setting. For example, there are no procedures in place to ensure the continued suitability of staff working with children other than at the point of employment. Safeguarding policies and procedures contain appropriate guidance for staff but have not been reviewed and updated to fully reflect current practice, and some terminology is out of date. Other aspects of safeguarding children are implemented well. For example, staff ensure that any existing injuries are recorded and discussed with parents, and they ensure all visitors are suitably identified, their presence recorded, and that they are supervised at all times. Risk assessments are very thorough, covering all areas of the premises, use of equipment, and local excursions and outings. These are supported by rigorous systems of daily checks that ensure all areas, and resources, remain safe and hygienic for children.

All regulatory documentation is in place and overall is maintained well. Registers clearly show when staff and children are present and that ratios are supported. Records of any accidents or behavioural incident involving children are clear and shared with parents. Children's registration documents are detailed and provide staff with good quality information to enable them to meet individual needs. All required policies and procedures are in place. However, there is no consistent process to review these and some contained outdated references.

Self-evaluation is effective in enabling the setting to identify what it does well, and where improvements will benefit children. Staff have been proactive in involving parents in monitoring the effectiveness of the provision for their children and have invited feedback through questionnaires and discussion that they have built into their self-evaluation process. They develop clear action plans for future developments that are realistic and have meaningful impact for children. For example, they have developed effective links with other providers of EYFS in respect of those children who attend more than one setting, in order to further support individual learning and development.

The setting works very well with parents and carers to ensure that children's individual needs are understood and met. Parents are provided with good quality information about all aspects of the setting and their children's care, learning and development. For example, newsletters provide regular updates and reminders about key events and activities, and also provide parents with a good overview of how themes will be used to promote specific aspects of learning and development.

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

Children's welfare, learning and development is supported well. Children make consistently good progress towards the early learning goals in all areas. This is because staff use their extremely good knowledge of individual children very effectively in organising activities and resources that will provide interest and challenge. Planning is good, incorporating children's suggestions into activities and developing these to provide a breadth of learning opportunities. For example, children are thoroughly enjoying exploring the theme of 'outer space'. They have

made models of the universe, and have used a variety of complex tools to construct their own 'mission control' which forms the basis for many interesting role-play games. They use recycled materials to make rockets and space helmets, and enthusiastically countdown from 10 before they launch their spacecraft. Children enjoy stories and songs that relate to planets, stars and the moon. They also make reference to books for factual information, for example, looking at the colours in a photograph of a planet prior to painting a picture of it. Staff use observations well in identifying children's individual stages of development, and records used to monitor children's progress towards the early learning goals reflect what they have achieved. Staff identify specific aims and objectives for each child to enable them to make progress, however monitoring records do not consistently show these next steps.

Children are eager and enthusiastic participants in activities. They are confident and demonstrate high levels of self-esteem. They have excellent relationships with staff, who encourage them to voice their thoughts and ideas and engage in lively interactions that enhance their developing communication and reasoning skills. For example, children question why, when they gather together for a story, it is called circle time; they point out they are sitting on a square carpet and happen to be in a line. They decide that from now on this should be called 'square time', and staff agree with them. Children's individual learning styles and preferences are understood and supported well. There is an extremely good recognition of the different ways that boys and girls generally prefer to play and learn, and staff ensure that resources and activities reflect this in order that no children are disadvantaged. For example, boys make excellent use of resources that support lively and adventurous imaginary play such as being pirates and superheroes, and they thoroughly enjoy using the outdoor apparatus and equipment. This results in ample opportunities to expend surplus energy in a constructive way, which also has a positive impact on their behaviour as they do not become bored or restless.

Children are well-behaved and show a good understanding of ground rules and daily routines. Staff have high expectations and children respond well to these. For example, children are consistently good mannered, they say 'please' and 'thank you' appropriately, they say 'excuse me' as they move past each other, and they take turns and share well.

Children learn to manage their own personal care well, and they develop a good understanding of issues that affect their physical health and well-being. For example, they demonstrate a secure awareness of a healthy diet, discussing foods that are good for you, and those that should be taken as treats. They have extremely good access to the health benefits of fresh air and plenty of physical exercise, making excellent use of the outdoor facilities as they develop confidence and bodily coordination. They understand that they need to refresh themselves after vigorous play and help themselves to water as needed. Snacks provided are healthy and include a good variety of fresh fruits and vegetables.

Good systems are in place to protect children from the risk of illness and cross infection. Sickness procedures are shared with parents and are implemented well by staff. There are appropriate procedures in place to ensure any medicines given are suitably recorded. Any individual health requirements are discussed with

parents and supported well, ensuring all children are able to fully participate in activities.

Children are safe and secure on the premises. Good risk assessments ensure they are able to move freely between indoors and outside. Children learn safety procedures such as taking part in regular fire drills in order to learn how to evacuate safely in the event of an emergency. Children enjoy walks in the local community and around the village and staff ensure that children understand how to conduct themselves safely when out, in order to protect them from harm.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	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

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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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met