

# Seagry Pre-School

Inspection report for early years provision

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<b>Setting address</b>	Seagry Primary School, Upper Seagry, CHIPPENHAM, Wiltshire, SN15 5EX
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<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**

Seagry Pre-school opened on the site of Seagry Primary School in 2009. It operates from two rooms within the school. Children have access to an enclosed area. The pre-school is sited in the rural area of Seagry and opens 9.15 to 12.15 Monday to Thursday, with lunch club on a Wednesday from 12.15 to 1.10.

The pre-school is registered on the Early Years Register. A maximum of 16 children under five may attend at any one time, including no more than six under the age of three. There are currently 15 children on roll, some in part-time places. The pre-school can support children with special educational needs or disabilities.

There are three members of staff, all of whom hold early years qualifications. Seagry Pre-school has an accreditation award from the Pre-school Learning Alliance to level three.

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

Overall the quality of the provision is outstanding.

Children are eager to learn in a stimulating and calm, welcoming environment. Staff work exceptionally well together as a team and the parent committee are highly motivated in supporting the team to the benefit of the children. The pre-school is very inclusive in its practice and there is an excellent partnership with parents and other settings involved in the children's care. This contributes significantly to the high standards achieved. The pre-school shows an outstanding capacity to maintain continuous improvement, not least in gaining a level one, two and three accreditation award since the last inspection. As a result, staff are absolutely committed to constantly improving outcomes for children with highly effective strategies in place to do so.

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

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

- further develop the link between indoor and outdoor play, ensuring that the learning aspect of play is maintained

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

Staff and committee of the pre-school are extremely aware of their responsibility to safeguard children. The child protection officer is proactive in attending training and updating her knowledge in line with the current legislation, ensuring that the latest information is fully understood. All staff are thoroughly aware of the possible signs and symptoms of abuse and their responsibility to follow the correct

procedure in the event of a concern about a child. There is a highly effective system in place for the employment of staff and protecting children from people who are not vetted. The detailed risk assessment includes checking various areas each day, inside and out and in the garden, a security key pad at the gate prevents unwanted visitors onto the premises.

A very effective and comprehensive system for reviewing their practice and self-evaluation in the pre-school, accurately highlights any areas for development by staff and parent committee. The review includes all staff and parents by asking how the pre-school can improve through discussion and questionnaires. The monitoring systems which are in place are highly effective in maintaining continuity in the care and learning of children. The work engaged in achieving the level three accreditation award with the Pre-school Learning Alliance, has gone a long way in highlighting areas for improvements and the vision for the future. The parent committee has a very clear vision which has beneficial outcomes for the children by employing qualified and experienced staff, who are passionate about the quality of learning for all children in their care. Regular staff meetings and the early morning meetings by staff ensures that they know what the aims are for the sessions. These are reviewed and evaluated each day, which includes looking at the outcomes for children on a regular basis.

Parents who were interviewed were enthusiastic with their comments and said that they are extremely confident in leaving their child in the care of the staff and appreciate the information and time taken by staff to keep them fully aware of their child's achievements. There is an extremely good link between people who care for children outside of the setting. This involves childminders, who say that staff are very motivated in keeping them included in the child's care and learning in order to report effectively to working parents. The wider partnership includes a very close liaison with other pre-schools and nurseries which children attend and the exceptionally close partnership with the reception class in the primary school, provides a smooth transition into the school routine for children. Parents and other carers remark on the exceptionally detailed information in the children's learning journals which they say gives them a real opportunity to follow what their child is achieving. On collecting their children, parents are able to see on a monitor a rolling programme of photographs taken during the session. As a result, parents and carers are receiving fresh information each day about their children's time in the pre-school.

The pre-school's success in implementing the Early Years Foundation Stage (EYFS) framework is very effective. This is brought about by the staff members' aim to provide stimulating and high quality care and learning for all children. Where necessary, the supervisor can draw on all available resources to improve outcomes for all children. Through their experience and training staff are able to identify a child's need for additional support as early as possible. This has a great impact on outcomes for all children and aids with the smooth transition into school. Children play and learn in an extremely stimulating environment, they can reach for high quality toys and resources, all at a level where they can make independent choices. Photographs of a recent trip to the local pet shop in order to choose two gold fish, named by the children as orange and lemonade, are displayed at their eye level, where they delight in looking at themselves in the photographs and

recalling the journey taken with pride. Children's interests are well established on entry into the pre-school, this is enabled by the home visits prior to children starting and the ongoing discussions with parents and carers. Staff are able to up-to-date the information on children's time at home through the close connection they have with parents and carers.

Equality and diversity is promoted throughout the pre-school through the exceptional organisation of opportunities children have to access toys of their choice, from drum machines, guitars and quality dressing-up clothes, where children can role play and experience being a 'musician', to a science box full of resources for them to experience the world around them. Role play is important to the children who frequently take part in the planning of an activity. For example, from a child's choice, which began by asking for the traditional story about the 'Three Little Pigs', a whole activity was created in acting out the story. This included going to the woods to collect sticks, having a bag of straw and bricks, then trying to build a house from straw, sticks and bricks, finally with a child and staff member acting as the wolf knocking on the various doors. Children know the story off by heart, laughing at the wolf and enthusiastically take part in the game. As a result, children's time in the pre-school is one of pleasure and gaining a memorable experience by learning through play. This is promoted by a combination of enthusiastic staff and supportive parent committee.

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

Children's health and safety is promoted exceedingly well. They quickly learn the basics of healthy living through regular routines, such as washing their hands after using the bathroom, before and after having their snack. Snack time is a joy to the children. The 'snack bar' is open fairly early on in the session. Two children are chosen each day to prepare the snack for the others, by wearing aprons and washing their hands they are immersing themselves in the role, as well as learning clear skills for the future. A group of four children sit at the table at one time, which is covered by a table cloth, so distinguishing the table from the one used to play on. A staff member or rota parent sits with the children, making it a social occasion. Children are aware of what the snack, provided by parents, will be each day, from the menu posted on the wall of the 'bar'. A substantial varied healthy snack is enjoyed by the children, from crumpets and fruit, to custard and fruit, with regular chances to pour their own water throughout the session from jugs on the snack table. Children are very independent and know what to do and how to contribute to their own learning by the choices they make. They play outside during the session regardless of the weather as part of their daily exercise, but only have seasonal opportunities to use the outside play area as a frequent link to their learning inside. Children's time in the pre-school starts with a fun activity in gentle exercise, where they stretch and move, touching hips, knees and elbows. As a result, children are ready for play as they concentrate their minds on listening to instructions and warming up their bodies. Through staff members keen attention to safety, children learn to keep themselves safe by tidying away the toys they have finished playing with and moving around the area carefully.

The highly qualified and experienced staff are motivated and committed to ongoing training and attending courses. This enhances the children's ability to experience a superb range of interesting activities in order to learn through play. There is a highly effective key person system in this intimate pre-school, which provides a firm base for a close relationship between children, parents, staff and others involved in the children's care and learning. Home visits take place to ensure that a solid link is established between home and pre-school. This has a beneficial effect on all children who are well prepared about the routine of the morning and familiar with staff before they start. Throughout the morning staff talk with the children and quickly identify a child's interest. This information is recorded and developed as part of the plans for the next day or week according to the time a child attends. Therefore, the individual needs of the child are of value to the staff. All children learn to 'sign' so are able to communicate from the beginning. They are confident and skilful in signing 'good morning' when their name is called at register time, and are good at identifying, from name cards, which is their name and the name of others. Small tasks are given to the children in order to enhance their self-esteem and confidence throughout the morning, such as collecting children's names from the pre-school registration bus hooks. These are then added to the children's personal drawers; names on the front of the drawer are easily matched to the name on the card. The names are also used by the children as a means of registering themselves at the 'snack bar' so that staff or the rota parent can keep a track on which children have visited and eaten.

Communication plays an important part in the children's time in the pre-school. Frequent opportunities arise for them to learn various sounds of letters and words. For example, staff fill a picnic basket with a range of interesting objects and children sitting around in a circle have a chance to choose something from the basket, this is then used to help the children sound out the word and the letter at the beginning of the word. Children are very keen to take part in the fun planned by staff, as a result, they are beginning to learn pre-reading skills. Children's starting points to their learning are established on entry from information given by parents and through detailed written observations carried out by staff. Throughout their time in the pre-school, children's progress is tracked, shared with parents and monitored against the early learning goals. Therefore, staff are highly attuned to the next stage in the children's learning and the information used effectively to plan for their interests.

Children are very confident, independent and very well behaved. They are kind and caring towards each other, learning to share and take turns. They are polite and welcoming to visitors. The relaxing, calm atmosphere in the pre-school and the choice of taped music to accompany art activities as children paint, gives them the chance to relax while they are enjoying each others' company. Staff consistently introduce the wider world to the children through festivals and resources. They are made aware of others less fortunate than themselves by participating in raising money for charity and learning what the money will be used for. Children learn about the world through the eyes of Berti Bear, who is taken on holiday by children and their parents, they follow his adventures from a world map, linking his travels with the countries he has visited. Overall, children are having an exceptionally good time in the pre-school as they learn skills for the future, negotiating in their play, making choices for themselves and actively contribute to

their learning. Staff are also kind and caring and spend time making sure that children are learning and achieving to the best of their ability.



## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

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

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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