

# Bassetts Farm Pre-School

Inspection report for early years provision

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**Unique reference number** 105829  
**Inspection date** 04/12/2009  
**Inspector** Kevin Wright

**Setting address** Bassetts Farm Primary School, St. Johns Road, Exmouth,  
Devon, EX8 4GB

**Telephone number** 01395 267451

**Email**

**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**

Bassetts Farm Pre-School is a committee-run group, which opened in 1983, and transferred to its present site in 2009. It operates from a new purpose-built building within the grounds of Bassetts Farm Primary School in Exmouth, with which it has very close links. It is registered on the Early Years Register, as well as the voluntary and compulsory parts of the Childcare Register. The facilities include a large playroom, toilets, a kitchen, an office, an enclosed outdoor play area, an entrance lobby and a large storeroom. The pre-school is registered to care for up to 30 children, aged from three to under five years. There are currently 55 children on roll. The setting provides early education for funded three and four-year-olds. The group supports children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school opens on weekdays, in school term times, from 09:00 to 15:00 on Mondays to Thursdays and from 09:00 to 12:30 on Fridays. Children attend for a variety of sessions. There are nine staff working with the children. Of these, five have appropriate early years qualifications and one is studying for them. The pre-school also employs an administrator. The group receives support from the Local Authority.

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

Overall the quality of the provision is good.

Children are happy and secure in this well-resourced and welcoming setting. Staff provide an inclusive environment where each child's welfare and learning needs are successfully met, so that the children make good progress in their learning and development. Good partnerships with parents and external agencies ensure children's needs are properly addressed. Effective self-evaluation has enabled the setting to show that it has a good capacity for continuous improvement.

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

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

- examine ways to make the outdoor area more readily accessible to children during periods of inclement weather
- review the staff induction policy so that safeguarding awareness training is more explicitly covered in the induction process.

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

Effective management has successfully guided the pre-school through its transfer to the new site in 2009. Although some problems remain, particularly concerning the designated outdoor area being unusable after rain, there are ongoing plans to improve the situation. Currently, these problems occasionally inhibit the free flow of children between outdoor and indoor activities. Managers and all staff are alert

to matters of health and safety and site security. Arrangements for safeguarding are robust and reviewed regularly. The gates, the coded locks on the entrance door and the reception lobby overlooked by the pre-school administrator's office ensure that entry to the setting is secure and well monitored. There are effective systems for the arrival and collection of children and for the ongoing monitoring of the setting and its resources. The team of adults is led well so that there is a strong focus on safeguarding, and all persons having any time with children are properly vetted.

The setting runs smoothly on a day-to-day basis and staff are deployed well in working effectively as a team. Staff receive regular appraisals as part of the self-review process, and appropriate training is provided. Through careful and detailed planning managers effectively focus staff on helping all children make good progress in their learning and development and ensuring the children's welfare needs are met. Effective partnerships with parents have enabled a clear picture to be developed of each child's individual needs so that any appropriate additional support can be brought to bear. For example, the setting currently has input from the local authority speech and language development service. There is a common purpose within the staff to ensure the needs of each child are met. The key worker system is efficient and effective. The Yellow Books, documenting the progress and wellbeing of each child against the six areas of the Early Years Foundation Stage framework, travel back and forth each day in each child's book bag and carry insightful commentaries from the key workers. Parents too write their comments in the Yellow Books, so that the daily dialogues between parents and key workers are helpfully supplemented by this useful record. Record folders are also maintained that track the progress of each child most effectively.

Detailed and thorough self-evaluation shows that the staff have a good understanding of the strengths of the setting, as well as the ambition to improve any aspects that need developing. The setting has successfully addressed the recommendations from the previous inspection. The assessment systems now clearly show how children are making progress towards their Early Learning Goals, and this information is used to set targets for future development and is shared with parents. There is clear evidence that children are making good progress from their starting points and that all six areas of learning are being properly addressed. The system for recording accidents now ensures confidentiality with the parent or carer concerned. Policies and procedures are now regularly reviewed and updated. The staff recognise the need to review their staff induction policy, to emphasise safeguarding awareness training more clearly.

The setting has excellent links with the adjacent primary school and its reception class. An extremely effective transition programme runs, which introduces children to the next stage in their education through weekly visits over a number of weeks. Children report that they enjoy the visits; consequently fears about the transition are allayed.

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

Children arrive at the setting enthusiastic to get started. They feel safe, have good relationships with staff and separate happily from their parents and carers. The setting promotes each child's developing independence, so children are encouraged to remove their coats themselves and hang them up on their own pegs on arrival. Most are able to identify their peg with their name above it. A good range of resources is thoughtfully set out to engage children's interest, to cover different types of learning and to present appropriate levels of challenge. Children move freely and independently within the setting. They know where different types of resources and toys are to be found and confidently make choices. In this well-resourced, inclusive and supportive environment children are able to succeed.

Risk assessments are conducted throughout and there is good staff awareness of potential hazards. Consequently, children are taught how to conduct themselves safely. Behaviour is well managed and any conflicts are reconciled with the appropriate positive and caring approach by staff. For example, staff speedily intervened when two older children attempted to engage in rough play when enacting cartoon characters. Staff successfully used the occasion to develop the children's understanding about treating others with respect and being aware of the safety of others around them. The matter was handled with sensitivity and care.

Children play well together, sharing toys and resources. They enjoy energetic outdoor activities. In a whole-group outdoor session on the main school playground, children showed they can control the speed of their running so as to stay safe and can jump and balance confidently and with coordination. They know to put on their coats before going out in cold weather and they make good attempts to put on Wellingtons. The designated outdoor area is, on occasions, underused because of rain drainage problems and this then inhibits the free flow of children between indoor and outdoor play. However, a good range of resources, including climbing equipment, trikes and scooters, are well used by children when they do use the area.

Children are developing a good understanding of the importance of the written word. They listen with enjoyment to stories and are beginning to link sounds to letters. They particularly enjoy stories that are familiar to them where they can join in with remembered sentences or answer simple questions about the characters and plot. Staff use effective techniques, such as reading from larger format books, so that they can show the children the sentences they are reading and so develop children's association of letters to sounds and words. As a result of this children confidently go to the well-resourced book area to choose a book to look at by themselves or with other children. They are beginning to recognise and know the names of numbers and use them in their games such as hopscotch. Children show they are developing their skills by handling tools with increasing confidence and precision. They create Christmas tree decorations from card by gluing designs on them, and they make pictures by cutting and gluing paper shapes. They are keen to take on responsibilities and show that they like to help in tidying away toys and

storing them correctly on the shelves. In doing this the children make a good contribution to their own community.

Children enjoy imaginative play using a wide range of toys and resources. For example, children playing in the sand tray in the outdoor covered area acted out roles and contributed ideas as they collaborated in the activity, also making good use of counting in their play. Children are developing a good understanding of the importance of healthy eating and of hygiene. The pre-school managers maintain a 'traffic light' system of categorising healthy and less healthy foods for children's lunch boxes. They report that most parents come to understand and appreciate the system. Children also enjoy the healthy fruit snacks mid-morning and they know how to wash their hands with soap before eating or after using the toilet. Children are able to pour themselves water or milk from jugs to accompany their food and can access their own water bottles if they feel thirsty at any time. Children benefit from a range of visits and visitors. Recent events have included a visitor with his owls 'Fidget' and 'Echo', a French friend of the setting, the fire service and the local police.

The children are supported very well throughout by enthusiastic staff, who encourage their curiosity, provide a variety of interesting and challenging experiences and tasks and allow them the opportunity to make good progress in all six areas of learning. Children are well prepared for their move to school and 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*

### 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	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

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

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

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