

# Stockland & Yarcombe Pre-School

Inspection report for early years provision

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**Unique reference number** 106046  
**Inspection date** 26/01/2010  
**Inspector** Brenda Joan Flewitt

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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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## Description of the setting

Stockland and Yarcombe Pre-school was registered in 1976 and is run by a parent committee. The pre-school is set in the rural village of Stockland, near Honiton, East Devon. The ground level accommodation consists of a main hall, a dedicated pre-school room with kitchen facilities, and separate toilet facilities. There is an enclosed area available for outdoor play. The pre-school is open Monday to Friday during term time only. Sessions run from 9.15am to 12 noon. Lunch club sessions are offered on Monday and Wednesday which extends the session to 1pm. A toddler group session runs alongside the pre-school session from 10am to 12 noon on Tuesdays and Fridays. Children attend from surrounding villages.

Stockland and Yarcombe Pre-school is registered on the Early Years Register. A maximum of 26 children may attend at any one time. There are currently 21 children on roll. The pre-school is registered to receive government funding for early education, and supports children with special educational needs and/or disabilities. There are six members of staff employed to work with the children, most of whom hold relevant early years qualifications to level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play and learn in a safe, secure and welcoming environment, cared for by staff who work well together as a team. Children are involved in a good range of activities, both inside and out, which help them make good progress in their overall development. Effective partnerships with parents and other professionals ensure that children's individual needs are met, and any additional requirements well supported. The pre-school have worked hard and made significant improvement since the last inspection. Staff are committed to continuous development through training and ongoing evaluation of the provision, to improve children's learning experiences.

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

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

- review recruitment procedures to include all aspects of suitability to work with children
- develop further the observation and assessment system, to clearly identify children's individual learning priorities, so that progress is encouraged through children's own interests
- improve children's opportunities for making spontaneous choices to extend their own play and learning, by reviewing the organisation of the space and resources available
- ensure the complaints procedure includes sufficient detail to fully promote the two-way communication with parents.

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

Staff are enthusiastic and work well together as a team. They communicate effectively so that sessions run smoothly and children know what to expect. Therefore, they settle quickly and feel secure. The committee and staff team have clear roles and responsibilities. They implement policies and procedures to promote children's safety and welfare. However, the written complaints procedure lacks detail. Staff carry out risk assessments to ensure that children play in a safe environment, both on the premises and when on outings. Overall, staff have a good understanding of their responsibilities in safeguarding children. This includes recognising signs and symptoms of abuse and the procedures to follow if there are concerns. Management attend training to keep their knowledge up-to-date, which is then cascaded to other staff. Existing injuries are recorded as routine. All this helps to protect children from harm. There are generally clear recruitment procedures which check staff's suitability to work with children, although there is no identified system to obtain information about any health issues. All required records are in place, stored confidentially and completed accurately.

Staff deployment is effective in meeting children's needs and ensuring they are well supervised. There is a good range of play equipment and resources, which is well organised and maintained. However, children do not frequently make spontaneous choices from the variety available, to extend their own play and learning. Staff do not always utilise the overall space effectively when arranging activities. On occasions, when larger numbers of children are present, some activities, such as snack time and role play, would benefit from more space. Staff know children well as individuals. Children develop a respectful attitude to people's differences through planned activities, the good example set by staff, and positive images of diversity reflected in the environment. Children with additional needs are fully included and well supported.

Staff promote good relationships with parents and carers. They supply comprehensive information by way of displays, newsletters and a website. Staff make themselves available to exchange information verbally on a daily basis, in order to meet individual needs. Parents have the opportunity to be on the parent rota to help during sessions. This gives them a good insight into their child's experiences at pre-school and the chance to discuss the progress records with their key worker. Parents are fully involved by being on the management committee, or by organising and supporting fund raising events. Staff endeavour to establish positive links with other professionals to help support the children. For example, children visit the local school, which helps them become familiar with the physical environment before starting in the reception class.

Staff have completed a self-evaluation document, which has helped identify areas for development. There is ongoing evaluation through methods such as regular meetings, parent questionnaires and staff appraisals. Staff attend training to update their knowledge in various aspects of childcare, and welcome support and advice to improve the provision. The pre-school have made significant

improvement since the last inspection. All the recommendations have been addressed, which has improved aspects of children's health, safety and enjoyment.

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

Children are happy, settled and secure. They enjoy their time at pre-school and make good relationships with staff and each other. Children learn to respect each other, with older children guiding younger ones during daily activities. For example, two helpers are identified each day to carry out tasks of responsibility, such as handing out drinks at snack time or choosing resources from the cupboard. Children develop a strong sense of belonging to a community as they take part in events such as a nativity play and sports day. Walks around the village encourage their interest in feature of their local environment. Children are rewarded for kindness shown to others. Children behave well. They know what is expected through familiar routines and explanations. They help to pack away equipment and understand that the sound of the bell means they must stop what they are doing and listen. Children receive regular praise and encouragement for their effort and achievement, which helps boost their self-esteem.

Children are involved in a good range of activities, both inside and out. Most children use language well to communicate. They enjoy books and stories, and like to borrow books to take home and share with their family. Some are becoming aware of letters and sounds through adult-led activities at circle times, which includes thinking of an object beginning with a chosen phonic sound. Children count in structured activities, songs, and everyday situations such as finding out how many children are present. They use their imagination and express their ideas in various forms including role play, using small world toys and creating pictures with paint or collage materials. Children show competence in manoeuvring wheeled vehicles. They enjoy pushing or pedalling tricycles and trailers around the spacious hall, alone or with passengers, skilfully avoiding obstacles and each other. Staff have a generally good knowledge of the early learning goals and are developing the planning of activities to be based on observations of children's play. However, children's individual learning priorities are not always clearly identified.

Children enjoy a healthy lifestyle. They have daily opportunities for fresh air and exercise, often choosing for themselves whether to be inside or out. Children learn good procedures for personal hygiene. They make choices from healthy options at snack time, which includes a selection of fresh fruit with a drink of milk or water. Children learn about aspects of their own safety, including road safety, agreed boundaries and how to use equipment sensibly, so that they do not hurt themselves or others. They know what to expect if they must leave the building in an emergency because they are involved in regular practises of the fire drill.

## 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	3
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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