

Stoke Canon Church of England Primary School Pre - School

Inspection report for early years provision

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Inspector	Julie Neal
Setting address	Stoke Canon Primary School, Stoke Canon, EXETER, EX5 4AS
Telephone number	01392 841279
Email	admin@stokecanon.devon.sch.uk
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

The setting is run by the governing body of Stoke Canon Church of England Primary School, which is located in the village of Stoke Canon, near Exeter. It has been registered since 2009. The pre-school is situated in the school building, using two adjoining classrooms and associated facilities. There are enclosed areas for outdoor play.

The setting is registered on the Early Years Register to provide care for a maximum of 16 children in the early years age range. There are currently 11 children on roll attending at different times. The setting operates Monday to Friday, term time only. Sessions run daily from 12.45pm to 3.15pm. On Wednesdays and Thursdays, sessions run in the mornings from 9am to 12 noon. There are two members of staff employed to work within the pre-school, both are appropriately qualified. Additional staffing support is accessible through the school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well. They enjoy an inclusive and supportive environment where staff plan well to ensure each child makes good progress towards the early learning goals, relative to their individual starting points. Self-evaluation in the setting is generally thorough and enables staff to make action plans that are well focused on supporting good outcomes for children. Good relationships with parents result in information regarding individual children being shared well. However, the setting has not obtained written permission from the parents of all children attending to seek emergency medical advice or treatment, should it be necessary. This means that specific legal requirements relating to safeguarding and promoting the welfare of children are not being completely met.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that written parental permission is provided to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare). 21/05/2010

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

- ensure that all children have regular opportunities to take part in practising emergency evacuation procedures, in order to develop their awareness of how to keep safe.

The effectiveness of leadership and management of the early years provision

Staff working with children show a good understanding of the requirements of the Early Years Foundation Stage and overall these are implemented well. There are procedures in place to ensure children are effectively safeguarded. For example, employment procedures are robust and appropriate checks are in place to ensure staff are suitable to work with children. Staff demonstrate a good understanding of the setting's safeguarding policies and what action to take should they have concerns regarding the possible abuse or neglect of children. Risk assessments are in place. The areas used by the pre-school fall within the overarching risk assessments of the main school building, and these are suitable, although they do not consistently note good practice such as actions that have been taken to support the specific safety needs of individuals using the pre-school. Risk assessments are supported by additional checklists and good daily routines carried out by staff that focus well on children's safety and security.

Generally, documentation supporting children's welfare is well maintained. Records of attendance clearly show when children and adults are present and confirm that ratios are maintained. Any accidents or incidents involving children are recorded clearly and with regard to confidentiality. Written agreements with parents regarding the care of their children includes information about their individual needs, such as relating to their health or to any cultural or religious requirements to be observed. There are inconsistencies in some aspects of maintaining documents that support children's well-being. For instance, staff are vigilant in ensuring that no photographs of children are used in displays or in newsletters without prior, written, parental permission. However, written consent to seek medical treatment or advice in an emergency is not in place for all children, and this means that the Early Years Foundation Stage requirement relating to the provision of information to safeguard and promote the welfare of children is not fully met.

Self-evaluation in the setting is effective and has enabled staff to identify areas for development, and to ensure action plans focus well on sustaining good quality outcomes for children. For example, observations of how children use the learning environment and access resources has led to changes being made that result in children making more effective independent use of space and equipment. Plans for the future build on these observations, for example, staff are working closely with staff in the reception class to encourage interactions between the two groups of children, in order to develop a more seamless transition from pre-school, changing the way children in both areas are able to access the learning environment supports this process.

Partnerships with parents and carers are good. Information is shared well, and parents have frequent opportunities to meet with staff to discuss their children's progress and development. Parents are encouraged to share their children's interests at home, and staff use this information well when considering activities that support individual children's learning. Staff have started to make links with other professionals involved in supporting the welfare, learning and development

of individual children, such as, where children attend more than one provider who delivers the Early Years Foundation Stage.

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 and development goals because staff plan very well to meet the individual needs of each child. They use discussions with parents and observations from familiarisation visits to identify children's starting points, ensuring they have a good understanding of children's current developmental stages. Children's progress towards the early learning goals is monitored very well. Staff make focused and detailed observations of children, including how they engage with each other and with adults, and tracking how they make use of space and resources in play. These enable staff to have a very good understanding of children's preferred learning styles, and they use this knowledge most effectively when planning. Records of children's progress in each area of learning are extremely thorough. They give a clear picture of each child's journey towards the early learning goals, they accurately reflect children's abilities, and identify their next steps in learning and development.

Children are eager and enthusiastic learners who confidently explore activities and independently select resources and equipment to develop their play. They enjoy a good balance of child-initiated and adult-led activities, and staff involve children in planning topics to explore. For example, children's interest in animals has resulted in a good range of activities that have developed their awareness of the wider world. They consider different habitats of each animal, the type of climate, the people who might live there and what they eat or grow, and what may be similar to the children's own day to day life. Children are confident communicators who benefit from the staff team's very good interactions that encourage them to think and to voice their ideas. For example, children use different shaped blocks to build a castle, carefully copying the pattern on a box. Children concentrate very well and work together most effectively as they take turns to add additional pieces. While building, staff members initiate discussions regarding different shapes, resulting in children counting how many of each they need, identifying where two small triangles together are the same as one large triangle, and predicting how tall the finished structure will be. Children are very confident using everyday technology, for example, they spontaneously use the digital camera throughout the day to record things they have done or seen. They know how to use the zoom lens to get close up, and how to delete pictures they do not wish to keep. Children are well behaved. They take turns, they share well and enjoy being helpful. For example, they eagerly volunteer to help lay the table for meals and are conscientious in putting toys away after use.

Children's welfare is supported well overall. Staff implement good daily health and safety procedures to ensure all areas used by children are safe, and that children's health is protected. Children learn to conduct themselves safely as they move between different parts of the school premises. They learn well about some aspects of personal safety, for example, they confidently and safely use scissors

and other tools because they are familiar with them and have learned how to hold and carry them without risk. Emergency evacuation procedures are practised with children each term. However, there is no system to ensure any children not present on the day the practice is carried out have opportunities to learn how to keep themselves safe in the event of a fire or emergency situation. There are clear policies and procedures in place regarding what actions will be taken if children are unwell, and parents have been provided with these. Any individual health requirements are recorded and clear procedures and routines are in place regarding the administration of any medicines needed. At the time of inspection, one member of staff within the setting held a current, appropriate first aid certificate, the other staff members' having recently expired. There are appropriate short term contingency plans in place to ensure first aid treatment is available to children at all times if needed, from suitably trained staff in the main school.

Children learn well about maintaining a healthy lifestyle. They enjoy good access to fresh air and outdoor play, taking part in activities such as parachute games and 'leap into life' that enable them to gain confidence and co-ordination as they move their bodies. Children understand that they need to replenish themselves with water after exercise and when they are hot, and help themselves as necessary. Healthy snacks are provided, and children who stay for lunch have the option of bringing food from home or having a cooked meal. Mealtimes are used well by staff to promote children's awareness of foods that are healthy and those that should be regarded as treats. Children manage their personal hygiene needs well and quickly learn to be independent. Children understand that they should wash their hands before meals, and after using the toilet, and they show awareness of why this is important.

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	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	3
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

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	3
The extent to which children adopt healthy lifestyles	3
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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