

# North Tawton Preschool & Busy Bees

Inspection report for early years provision

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EY361921

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22/03/2010

**Inspector**

Kevin Wright

**Setting address**

North Tawton Community Primary School, Exeter Street,  
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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**

North Tawton Preschool and Busy Bees is managed by a voluntary management committee, made up of parents of children at the preschool. It opened in 1997 and moved to new premises in 2007. It is situated in North Tawton Primary School, which is in the centre of the town. A maximum of 22 children may attend the group at any one time. The setting is registered on the Early Years Register. Children from the age of two years to under five years attend. There are currently 49 children on roll, 38 of whom are funded. The preschool is open each weekday from 9am to 3.15pm, during school term times. There is a lunch club. All children have timetabled access to a secure enclosed outdoor play area that is shared with the adjoining primary school. The nursery employs five members of staff. All staff hold appropriate early years qualifications at level 3 and the manager is working towards qualification at level 4.

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

Overall the quality of the provision is good.

This is a good setting. Parents and carers confirm that children make good progress in their learning and development and enjoy attending this preschool. The experienced and committed staff provide an inclusive environment where children's individual welfare and learning needs are well met. The preschool has a successful partnership with parents and works well with other agencies and organisations in meeting children's specific needs. Effective self-evaluation has enabled the preschool to continually improve its provision and it has good capacity for further improvement.

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

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

- encourage children to access the books available to them
- ensure children are aware of how to behave safely when using trikes and scooters outdoors
- ensure that outdoor play includes opportunities for some more quiet, focused activities.

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

The leadership and management is properly focused on helping all children to make good progress in their learning and development. Procedures and policies are properly in place to ensure children's welfare needs are met. Children feel safe and looked after because of the caring and sensitive behaviour of staff towards them. Parents report that the preschool is sensitive to meeting children's needs. This is very evident during the induction stage where a highly flexible approach

allows children to settle in comfortably and without stress by slowly increasing their attendance over the initial period. Staff demonstrate a good understanding of the Early Years Foundation Stage framework and work well as a team with a common sense of purpose. They use the framework effectively to plan children's activities and experiences and to record children's progress. Children's individual records show the detailed manner the preschool has for tracking progress and that children make good progress. The preschool runs smoothly on a day-to-day basis. An effective partnership with the adjoining primary school allows timetabled use of an outdoor playground space. It also provides for highly effective and careful transition arrangements between the preschool and the reception class. Resources are well used to enhance the provision and meet the needs of children. Local authority advisory services, training agencies and specialist providers are part of the wide range of external partners that help maintain the good quality of provision that children receive at the preschool. Good self-evaluation in partnership with committee members and other parents has enabled the preschool to improve its provision on an ongoing basis in many areas.

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

Staff have a good understanding of the particular needs of each child and provide good quality care to ensure that those needs are met. Staff follow the preschool's effective policies in managing children's behaviour through a range of strategies that reflect a sensitive and caring approach. Safeguarding arrangements in relation to the physical environment are effective. Children are accompanied to the toilet that is a short walk from the preschool space. Gates and doors are secured against intrusion and staff are vigilant in general. In this safe and supportive environment children are confident to enjoy freely the good range of activities, resources and opportunities available. Because of the restriction of the timetabled use of the playground with the adjoining primary school, the preschool is unable to provide for independent free-flow between indoor and outdoor space. However, when outside, children enjoy the large playground space and move freely around, energetically engaging with the equipment. There are good opportunities for physical movement and children move with confidence, showing an awareness of space, of themselves and others, although some children do not take enough care when speeding on ride on toys on the inclined playground. There are limited planned opportunities for children who prefer to engage in quieter, more focused activities outdoors.

Children play well on their own and with others. For example, a group of seven children of different ages engaged in role play together for a sustained period enacting a vet's surgery following a 'show and tell' session on animals and their babies. Staff successfully provided occasional stimulus points within this role play in order to provide further challenge for some children and to encourage others to try new things. Children communicated well with one another and a number spontaneously involved themselves with early mark making and letter formation as they enacted writing tasks within the activity. Children show good social awareness, they spontaneous line up in an orderly way to be led to the playground area. They share toys and resources well, understanding that they need to tidy

away things at certain times in the day and busy themselves with that task whilst listening to the 'tidy up music'. Children have open access to drinking water at all times. They take their snacks as and when they wish, using the 'snack bar' arrangement that ensures healthy eating. Lunches are generally healthy because a strong partnership with parents enables the preschool to provide guidelines where needed. Children know to wash their hands after toileting and before eating, and the preschool has installed a mobile water-pump wash basin in the room that children use to wash their hands after messy play. There is a good recognition of number in many of the activities children play and lots of opportunities for mark making and early writing. A good range of books in a comfortable setting is available for them, although children do not readily choose to access them. Children make good use of computer-based learning materials. They are well prepared for the next steps in their education.

## 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	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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