



Stoke Gabriel Pre-School

Inspection report for early years provision

Unique Reference Number	106231
Inspection date	10 May 2006
Inspector	Janet Butlin
Setting Address	The Old School Room, Church Walk, Stoke Gabriel, Totnes, Devon, TQ9 6SD
Telephone number	01803 782155
E-mail	
Registered person	Stoke Gabriel Pre School
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Established for many years and managed by a committee of parents, Stoke Gabriel Pre-school is located in the village of the same name which is just outside Paignton, in Devon. The pre-school occupies part of the old village school room and has use of a kitchen area and toilets. There is also a public swing park, set in an orchard immediately opposite the setting, which the pre-school uses.

The group is registered to provide 17 places for children aged between 2 and 5 years. There are currently 23 children enrolled, 19 of whom are in receipt of funding. The group opens during term times on Mondays and Wednesdays from 09.00 until 15.00 and on Thursdays from 09.00 until 12.00. On Fridays the group is open from 09.00 until 13.00. The children who attend come mostly from the village and surrounding area. The group supports children who have special educational needs, there are no children attending who have English as an additional language.

There are four regular members of staff who work with the children; of these two hold the equivalent of National Vocational Qualification level three in Childcare and Education and two are undertaking training to a similar qualification. The group has close links with the village school and receives the regular support of the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are well cared for in an emergency as the staff have first aid qualifications and sound systems are in place to record any accidents and the administering of any medication.

Children play in a generally clean environment but their ability to protect themselves from infection is compromised as hand-washing procedures are not always well organised.

Children enjoy a healthy and well-balanced diet, and the pre-school gives good emphasis to ensuring that snacks contain a good quantity of fresh fruit and vegetables. The packed lunches the children bring from home are stored appropriately to ensure they remain wholesome. Children remain well hydrated as they are able to access drinking water whenever they want.

Children develop their muscles effectively as they run, climb and balance outside on the appropriately challenging equipment. They enjoy the fresh air frequently, and themes and activities help them to learn about healthy lifestyles.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are cared for in an environment which provides sufficient space to play. However, toilet facilities are insufficient to support the requirements for full day care for the number of children who attend.

Children play with a good range of resources and equipment, all of which is in sound condition. Toys, books and games promote children's development in all areas. However, the resources are not always easily accessible, which means some children clamber to access them. This impacts adversely on their safety.

Children's safety is compromised as insufficient attention is given to risk assessing the premises. For example, chairs are stacked perilously high, and hazards that children could access have not been identified and addressed. The building is not secure and access is not effectively monitored. Children's safety is further undermined as evacuation drills are not practised regularly enough, only having been done twice in the last two years.

Children's safety is supported by the staff's generally sound understanding of the child protection procedure. However, the policy lacks helpful detail.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle happily after a flurry of excited arrival. They greet their friends and show fondness for the staff and each other. Young children are encouraged to explore the activities alongside the older children and they develop an enquiring disposition to learning as they investigate the resources, puzzles and games. They begin to communicate in groups, but become a little overwhelmed at times. Staff are sensitive to this and change the activity to enable children to regain their confidence. Staff are just beginning to use the Birth to three matters framework to help them plan for the younger children and enhance their experiences.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are making sound progress towards the early learning goals in all areas of learning. Staff have a generally secure understanding of the Foundation Stage and interact sensitively with the children to engage them in their activities. They help them to focus and persist, for example, to complete their model making, and offer to help them write their names in gentle, supportive ways which do not intrude on the child's enjoyment of the activity. The children are keen to learn and eagerly move off after registration time to explore the activities that are set out for them. They concentrate well in small groups and paired games which they organise for themselves, but find whole group times challenging, as some children become a little unsettled and disruptive. Staff's attempts at getting the children to concentrate in a whole group are frequently thwarted. However, when in a smaller group, the children focus extremely well. When in a well balanced group they listen enthralled to well presented story times, predicting what will happen next and suggesting additional storylines. Children are sociable and keen to share their news. They make marks in a variety of situations, such as taking notes in their role-play fire-station. Children count the number of people present in the setting and sing along to counting rhymes. Some children show enthusiasm for carefully counting down on their fingers but this activity lacks challenge for the more able children. The potential of games, such as construction, is not fully exploited to extend children's calculation skills. Good use is made of the local environment to help children learn about the world about them. They enjoy visits from the local emergency services and explore the nearby orchard with interest. Children enjoy the process of being creative, as they squeeze paint between their fingers and watch with fascination as the colours blend. They develop elaborate and

lively role-play and are enthusiastic singers. Plans show that, over the course of a term, a good variety of activities are offered which support all the areas of learning. The assessment system is new and it is not yet clear how the children are progressing in all areas of learning. However, the staff are aware of the individual needs of the children, and the plans reflect how some children will be assisted towards the next steps in their learning. In practice, some children do not receive sufficient challenge to help them make better progress.

Helping children make a positive contribution

The provision is satisfactory.

Children are caring toward one another, showing concern to their younger playmates and helping them. They welcome children who are new to the setting and help them to settle in. They also show consideration to the community, reminding each other to tiptoe quietly on their journey to the orchard in case they wake the neighbours. Children respond politely at registration time and say please and thank you. They generally share well and are developing independence by taking themselves to the toilet and putting on their own shoes and boots. They learn about cultural diversity in a variety of ways, for example through themed activities and playing with resources. Children are generally well behaved and follow agreed codes well. They respond to the generous praise of the staff and the consistent, positive strategies used to manage behaviour. Children's spiritual, moral, social and cultural development is fostered.

Children's individual needs are known and respected and children who have special needs receive sound support as staff work closely with local supporting agencies.

The partnership with parents is good. Parents receive frequent and helpful information regarding the activities so that they can be involved with their child's learning. They also have regular opportunities to view their child's records and discuss their progress through the Foundation Stage. A warm welcome is extended to parents who are also encouraged to participate in the planned activities if they wish. Children benefit from being cared for in accordance with their parents' wishes.

Organisation

The organisation is inadequate.

Children are cared for by thoughtful and sensitive staff who interact with them well. They enjoy an interesting variety of appropriate play experiences which promote their development. However, the organisation of the environment does not ensure that it is safe and secure. Some documentation lacks important detail and staff are not secure in implementing safe practice. The setting does not meet the needs of the range of children for whom it provides.

The leadership and management of the nursery education is satisfactory. Children benefit from staff's enthusiasm and interest in developing their practice by undertaking training. The management ensure that staff receive support in their

professional development and guidance is welcomed from the local authority and supporting agencies.

Improvements since the last inspection

At the previous inspection the group was requested to ensure the range of toys and resources reflected cultural diversity. Books and toys now reflect social diversity and this helps to widen children's awareness.

At the previous nursery education inspection the group were requested to develop ways of improving communication with parents regarding their children's progress. Various strategies have been established to help parents become aware of their child's progress. These include meetings, access to records and involvement with the running of the pre-school. As a result, children benefit from their parents' involvement in their learning.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- improve the security of the premises and implement risk assessments to ensure children are protected from hazards inside and out, ensuring staff are familiar with all necessary safety procedures
- devise an action plan showing how, and in what timescale, toilet facilities can be provided to meet the requirements for full day care

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that children are provided with sufficient challenge and that assessments are used effectively to support progress through all the areas of learning
- improve organisation and grouping to ensure that children are able to fully enjoy activities

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk