

Manor Pre-School and Out of School Unit

Inspection report for early years provision

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Inspector	ISP Inspection
Setting address	Manor Primary School, Manor Way, Ivybridge, Devon, PL21 9BG
Telephone number	01752 895066
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

Manor Pre-School and Out of School Unit was first registered in 1995. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It moved to purpose built premises in 2009 within the grounds of Manor Primary School in Ivybridge. The building includes one large room and associated facilities. There is an enclosed outside area for play, and the group can also access parts of the larger school playground, field and swimming pool. The setting opens for pre-school sessions from 8.45am until 11.15am on weekdays in term-time. Afternoon sessions are held on Mondays, Tuesdays, Thursdays and Fridays, from 12.15pm until 2.45pm. A lunch club is offered from 11.15am until 12.15pm each day. After-school care operates from 3pm until 6pm each weekday. The holiday play scheme is open from 8am until 6pm on weekdays during all school holidays, except some Christmas breaks. The group is registered to care for up to 26 children aged from two to eight years. There are 42 children currently on roll at the pre-school, including 35 who are in receipt of nursery funding. A total of 31 children attend the after-school club, including 10 children aged under eight years. Children up to the age of 12 years may attend. Children with learning difficulties and/or disabilities are welcomed and supported. There are six staff working with the children, all of whom have appropriate child care qualifications. A voluntary committee manages the group, which also receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is an outstanding setting. Children are exceptionally well served by caring and experienced staff who enable them to make outstanding progress in their learning and development. The pre-school employs exemplary systems for involving the parents, carers and skilled professionals that allow staff to tailor the guidance and support they provide to all individual children. The managers and leaders work hard with others in the teams to constantly improve their practices and provision. This is based on a rigorous system of self-evaluation and a thorough understanding of best practice in the different types of setting that they provide. The pre-school and after-school clubs have an excellent capacity to improve further.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- including in the risk assessment, anything with which a child may come into contact, for instance, equipment such as scooters and bicycles and their use by relevant age groups.

The effectiveness of leadership and management of the early years provision

The leadership provides a clear sense of direction and purpose that is highly focussed on how children learn and develop. Detailed planning and exceptional understanding of each child's needs means that space and resources are used effectively and efficiently to promote the youngsters' outstanding enjoyment and achievement. The pre-school moved to purpose-built premises just over a year ago. The leader and other staff subjected the move and, subsequent use of the building and play areas have involved detailed risk assessments which make sure that overall, all aspects of the setting's work continue safely and securely. Staff are continually vigilant in keeping children safe. For example, free access to outside areas is very weather dependant and children are accompanied through an alternative route during wet weather. The after-school club shares the equipment and spaces, both indoor and outdoor and this generally works well although some of the older children occasionally use equipment such as scooters and bicycles intended for younger children. This has the potential to damage it and pose a risk to the safety of younger children. All staff are experienced and have been carefully vetted. They have received up-to-date training and have an excellent understanding of Child Protection. They respond immediately and appropriately to any concerns they may have.

The leaders of both the pre-school and after-school and holiday club make sure that all children are treated equally and fairly. They do this because of excellent systems for getting to know the children, assessing their progress and achievement, and communicating regularly with parents and carers. When children begin at the pre-school, they are assessed over the first term and findings are shared with parents and carers in order to work out children's needs. The staff use a variety of methods for both informing parents and carers, and involving them in their child's learning. An excellent example is the home-school book, in which children are encouraged to paste the work that they are especially proud of, including photographs and the comments that they make. Parents and carers say that this is an enjoyable way of talking to their children and finding out about their achievements. This three-way dialogue is very effective in identifying and supporting children with disabilities or learning difficulties. Parents and carers are very clear that when staff seek expert advice from medical or welfare support services, they will be fully involved in the process and gain greater understanding of the importance of their own role. The excellent relationship and information sharing with the primary school help support a smooth transition to the Early Years Foundation Stage class.

The leader and managers provide a continual drive for improvement that derives from a good understanding of the effect of its policies and practices. This understanding, in turn, comes from regular and critical self-evaluation. Through both formal and informal meetings, staff ensure the comprehensive coverage of the Early Learning Goals, continuity and progression in learning for each child, as well as their security and safety.

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

Children are enthusiastic and inquisitive learners who are proud of their achievements. They are keen to come to the pre-school and the majority make outstanding progress. They develop concentration and perseverance and both girls and boys enjoy the challenge of problems they set themselves, for example when constructing tall houses or towers from bricks. The staff assess the children's capabilities from the moment they start pre-school. They provide an excellent range of learning opportunities. Language and communication skills are promoted as all children are encouraged to join in and take part. By the time they leave, the majority of children are speaking confidently and listening attentively. They write simple words and sing songs they have learned, as well as count and use numbers in a variety of situations. Children help shape the course of their own learning. Staff take the interest and wishes of the children into account when planning the sessions or guiding their next steps. Whilst learning about homes and the local environment, one boy spotted a map of the world on the wall and decided to make a map of his own town that showed where he lived. Because of the responsiveness of the staff and accessible resources, he produced a remarkably developed representation of his experiences. Children's independence and confident relationships, their willingness to work together and share, as well as their knowledge and understanding of the world around them, contribute to an outstanding set of skills for the future.

Children have an excellent understanding of the need to be physically active and to eat a healthy diet. The school has worked very closely with parents and carers to ensure they eat a healthy lunch and drink regularly. They know the importance of hand washing and benefit from the care with which their surroundings are maintained in a safe and hygienic state. Children feel safe and well cared for, respond well to instructions and play safely together.

Children make an outstanding contribution to the pre-school and after school clubs. They join in excitedly to story time and demand to hear their favourites, reciting the well-known passages and appreciating the different characters. Tidying up is an enjoyable and engaging ritual that ensures all children are involved. Children respond well to visitors and are proud to engage the services of their parents and carers or other relatives in coming along to talk about the bakery, or the work of a policeman. Through play, reading and pretend, they develop the rituals and customs of their own culture and learn about the wider world through comparing it with countries, such as Africa and Japan.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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