

# Compton Pre-School

Inspection report for early years provision

---

**Unique reference number** 117180  
**Inspection date** 12/01/2011  
**Inspector** Sarah Wignall

**Setting address** Higher Compton Road, Plymouth, Devon, PL3 5JB

**Telephone number** 01752 769355

**Email**

**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Compton Pre-School is privately owned and managed. It opened in 1997 and operates from a mobile classroom in the grounds of Higher Compton Church of England Primary School in Plymouth, Devon. A secure area is used for outdoor play activities. The setting is open each weekday from 8.45am until 11.45am and on Mondays to Thursdays from 12.30pm until 3.30pm during term time only. A maximum of 20 children aged from three until the end of the early years age group may attend the setting at any one time. There are currently 40 children attending who are within the Early Years Foundation Stage. The setting is in receipt of funding for three and four-year-olds. Most children live locally and some also attend other early years settings. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are seven members of staff, including the owner. All staff hold appropriate early years qualifications at level 2 or 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress at this warm and friendly group. Staff have a good knowledge of their individual needs and interests, which they use when planning the environment and activities. Health and safety are generally well met. Detailed self-evaluation is carried out and used well to identify areas for development. The group has met the recommendations raised at the last inspection and has made considerable progress in planning a move to larger premises in the near future, demonstrating a good capacity to improve.

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

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

- ensure the safeguarding policy and procedure includes the procedure to be followed in the event of an allegation being made against a member of staff. (Safeguarding and promoting children's welfare) 11/02/2011

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

- promote children's learning and independence further by reviewing the organisation of space and resources to provide children with more scope for free movement, well-spaced activities and easy access to resources.

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

Suitable systems to safeguard children are in place. Experienced staff demonstrate a sound understanding of procedures to follow if concerned about children in their care. Policies and procedures have recently been updated but they do not contain all the required information. The safeguarding policy does not include the procedure to be followed if an allegation is made against a member of staff. This is a breach of requirements. However, the impact on children has been minimal. All staff have undergone appropriate checks to establish their suitability to work with children. Staff ensure that unvetted adults are appropriately supervised while in the setting. Thorough risk assessments are carried out on the premises and are regularly updated, ensuring the indoor and outdoor environments remain safe and secure for children's use. Well-established procedures ensure that children learn about fire safety in a safe and informative way.

The group operates from a designated unit on a school site. It benefits from access to large areas of outdoor play space, which it uses well, particularly in fine weather. The playroom is suitably organised but has a lack of storage facilities and is a somewhat cramped space. This limits the way that toys and resources are presented to the children and the limited free space inhibits some play. The manager is fully aware of the limitations of the current premises. She is working closely with the school to acquire larger and more suitable premises.

The staff team is very well established, having worked together for many years. They are aware of roles and responsibilities and use their time well. Sessions offer a very good balance of adult-led and free choice activities. Children respond very well to the routines that are in place, such as changing their reading books and sitting for registration on arrival. The staff have a very good understanding of individual needs and link closely with parents to ensure each child's needs are fully addressed in the setting. For instance, they have undertaken training to support small groups of children in their language development. Staff work closely with outside agencies where additional support is needed.

The pre-school staff work very well in partnership with parents and others. They pride themselves on being friendly and approachable, and parents confirm this as a strength of the group. An open-door policy is in place and parents are encouraged to stay and help during sessions if they wish. Good links with key workers ensure they are fully informed about children's progress and development at the setting. Positive links with the adjoining school helps aid the transition for children moving on. A weekly story time is held in the reception class to help children gain familiarity with and confidence in the school. Staff attend monthly meetings in the local area helping to keep them in touch and share information with other early years providers, such as childminders and other childcare settings. Detailed self-evaluation is carried out by the manager and staff, helping them to identify strengths and most areas for development. They are committed to developing practice and have highlighted several plans for the future, such as the development of snack time and improving access to the outdoors, in order to improve outcomes for children.

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

Children are happy and settled in the pre-school. They respond well to its small size and friendly atmosphere. They have positive relationships with staff and each other. Most arrive happily and separate easily from parents. They are familiar with the daily routines and readily go to the book corner to choose a new book to take home and then find their names to sit for registration. Well-planned sessions ensure children are busy and purposefully engaged throughout, although the limitations of the premises prevent children from developing some aspects as fully as possible, such as their independence.

Staff meet weekly to plan their sessions and key workers feed relevant information into this process, this enables them to plan relevant and meaningful activities for the children. They make good use of the local environment and changing events to make learning interesting. For instance, while extensive building work is going on at the school, staff focus on this, providing children with hard hats, safety jackets and tools so that they can build and create different structures out of bricks and blocks. Peat is provided for them to explore, using diggers and containers to move and mould the soil. Staff skilfully support their learning, offering suggestions and praise. Staff undertake regular observations and assessments of children, which helps keep them informed of progress.

Children are provided with a broad and balanced curriculum that covers the different areas of learning. They enjoy the opportunity to choose where to play. They develop hand control as they use cutters to shape dough, or pencils and crayons to draw. They have opportunities to be creative using paint, chalk and wax crayons. Older children demonstrate good skills as they copy a picture of a flower and colour it with precision and care. Children learn about numbers and counting by playing a game using a large dice. Staff help children develop good language skills by asking opened-ended questions and giving children time to respond. Children join in with familiar stories while looking at books. Good labelling around the room and the regular use of name cards help children begin to recognise familiar words. Where children speak English as an additional language, staff make use of local interpreters to ensure they are familiar with key words to aid communication and support development. All this helps children learn useful skills for their future lives.

Children are learning about healthy lifestyles well as they follow established procedures independently around health and hygiene. They help themselves to fresh fruit for snack and then put their plates and cups in the sink as they help tidy away. They enjoy physical play and demonstrate competence and control as they roll hoops around the playground, or jump and squat as they follow action songs indoors. Children have a good awareness of safety and move sensibly and carefully in the playroom. They put coats on and line up when waiting to go outside to play. Good use is made of the outdoors, and children benefit from forest school sessions by attending organised days in the local college grounds. Occasional visits to the woods and local shops help widen their experience of the local environment.

Children display a strong sense of belonging. They work both independently and with their peers. They behave very well, responding enthusiastically to the positive atmosphere in the group.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### 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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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