

Cullompton Pre-School

Inspection report for early years provision

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Inspector

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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

Cullompton Pre-School is a committee run group which was first established in 1971. It operates from a prefabricated building to the rear of Cullompton Community College, Devon. It provides full day care for 22 children aged from two to under five years of age. Currently there are 36 children on roll; of these 29 children are in receipt of early years funding. The group caters for children with learning disabilities and/or difficulties and those who have English as an additional language. The building consists of a large play room with integral kitchen area and a separate cloakroom and toilets. It is surrounded by an enclosed outdoor play area which has both grassed and paved surfaces to enable all weather outdoor play. The pre-school is open between 9.10am and 11.40am and 12.40pm and 3.10pm on weekdays during term time. A lunch hour operates between 11.50am and 12.35pm enabling the pre-school to offer full day care. The committee employ nine staff who hold relevant Early Years qualifications to work directly with the children; 1 is an Early Years professional, 1 is Level 4 qualified, 5 have a level 3 qualification, 1 is level 2 qualified and the other staff member is working towards a level 2 qualification. An administrator and one cleaner are also employed. The pre-school staff liaise with a local Early Years consultant and are members of the Culm Valley cluster group for early years providers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy an immensely inclusive environment where their individual needs are respected and met very well. They make very good progress towards the early learning and development goals, relative to their starting points, because staff consider each child when planning activities, to ensure that all children are appropriately challenged. Self evaluation in the setting is most effective, and overall ensures that areas for development are identified.

Action plans for the future are well focused on improving and sustaining good quality outcomes for children.

What steps need to be taken to improve provision further?

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

- promote consistency in identifying children's next steps in learning in their individual records of achievement.

The effectiveness of leadership and management of the early years provision

Leadership and management in the setting is very effective, resulting in a committed and enthusiastic staff team who have a thorough understanding of the

requirements of the Early Years Foundation Stage. This is demonstrated in their good knowledge and implementation of the settings' safeguarding procedures. Staff understand they have a responsibility to act should they have safeguarding concerns, and have experience in working with other agencies to support children whose circumstances make them potentially vulnerable. Employment procedures are appropriately robust and checks are made to ensure staff are suitable to work with children. Records that confirm suitability checks have been carried out are in place. There are good systems in place to ensure children remain safe and secure in the setting, and staff evaluate the effectiveness of these regularly. For example, routines for the safe collection of children have been reviewed and changes made to improve safety as people come and go from the setting. Risk assessments are very thorough and these are reviewed regularly to take account of the age and abilities of children attending and taking part in activities. For example, extremely effective risk assessments of forest school activities enables children with specific learning and development needs to be included and able to fully participate. Overall, documentation that supports children's welfare is well organised. Records show that children consistently benefit from high adult ratios, which enables staff to provide good levels of individual support. Any medicines administered are recorded appropriately. There are systems in place to record any accidents and incidents involving children.

Staff promote an extremely inclusive environment where children's individual needs are recognised and met most effectively. Good relationships with parents results in effective systems of sharing information relating to the setting, and to children's individual welfare, learning and development. Monthly newsletters keep parents informed of current events in the setting, and also provide parents with ideas for simple games and activities they can do at home with their children that support learning. Children with learning difficulties and/or disabilities benefit from the very good working relationships that staff develop with other professionals involved in supporting their individual development. Effective systems of monitoring children's learning and development ensure that staff quickly identify where individuals, and groups of children, need additional support in order to make progress. For example, recognising that a small group of children may benefit from some extra activities to promote communication skills, and taking prompt action to provide this. Children use a good variety of resources as they play, and these are well organised to ensure they can help themselves. Children who speak English as an additional language benefit from the very good variety of dual language books and story sacks, which parents are encouraged to borrow and explore at home with their child. This allows children to become familiar with the story in their home language and helps them develop the confidence to follow it and join in when read in English by staff.

Self-evaluation is, overall, effective in enabling the staff team to identify areas for development. All staff are involved in evaluating the effectiveness of the provision, managers making good use of team meetings and individual appraisals to encourage the team to share their thoughts and ideas. Parents' feedback is encouraged, and there has been a good response to questionnaires sent out to gain their views regarding the childcare provision. Action plans are well focused on improving outcomes for children. For example, staff are using the 'Every Child a

Talker' programme to develop activities that will promote language development for children.

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

Children's welfare, learning and development is supported well. Children make very good progress towards the early learning and development goals, relative to their starting points. This is because staff are confident practitioners who have a very good understanding of the Early Years Foundation Stage. This is demonstrated in the extremely effective way they use observations of individuals and groups of children in planning, to ensure children enjoy a good balance of adult-led and child-initiated activities. Space and resources are very well organised to provide children with a stimulating environment where they have good opportunities to make their own choices about what they do. Children enjoy the extended learning provision where they can move freely between indoors and outside as they play. Children's progress towards the early learning goals is monitored very well. Staff use their excellent knowledge of each child most effectively to provide a wide range of learning opportunities that promote individual development. They have clear aims and objectives in place to encourage children's progress. Individual learning records reflect children's current stages of development because they are, overall, well maintained by key workers. Extremely good use of observations, photographs, and examples of children's work provide a well presented picture of each child's progress. However, staff do not consistently record the next steps in learning in children's individual records.

Children are eager and enthusiastic learners who develop their own ideas very well as they play. For example, children have made up a game using pieces from an animal puzzle and pictures of different creatures. They explain that they take turns to select a picture and put it next to the others and 'if you get a crocodile you get another go'. Children are confident communicators who benefit from the staff teams extremely good interactions that encourage them to use their critical thinking and problem solving skills. For example, during a painting activity, children are encouraged to think about how they can create new colours through mixing paints, and to experiment with different quantities to achieve their desired shade. Children consider how they can use brushes, sponges and other utensils to create different textures and shapes. Children are encouraged to tell the story of the pictures they have made, and display active imaginations and a good vocabulary as they explain what is happening. Children are happy and extremely well behaved. They develop friendships with each other and show high levels of confidence and self esteem in their interactions with adults. Children benefit from an immensely positive environment where staff are extremely encouraging of their thoughts and ideas. For example, children want to pretend to be having a picnic while they have group time, where they share their news with each other. Staff are enthusiastic and use the picnic to promote some very good discussions with children. Children think about picnics they have been on with their families, and the places they have visited. They discuss what they like to eat, and use play foods to demonstrate food that is healthy. Children take an active role in caring for the settings pet guinea pigs, eagerly volunteering to feed and clean them. They show

very good understanding that the animals depend on people for their wellbeing, and take pride in their responsibility to keep the guinea pigs safe and well.

Children learn well about personal hygiene and a healthy lifestyle. Children understand that they must wash their hands after handling the guinea pigs, and after playing outside. They enjoy robust and healthy snacks, which include a good selection of fresh fruit. The café style snack time is used very well to promote a good range of skills. For example, children choose when to eat, and who they wish to sit with. They spread and cut their own toast and pour themselves drinks. When they have finished eating, children wash and dry their plates and cups. Healthy physical activity is promoted very well. Children have access to a variety of climbing and balancing equipment that they use with confidence and control. Children take part in forest school activities that promote outdoor learning and awareness of the natural environment. These activities also promote children's awareness of safety issues. For example, children learn how to use woodworking tools safely as they carve wooden medallions. They take part in making simple risk assessments, for example, learning the safety procedures when building a fire to prevent accidents.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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
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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	1
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	1
The extent to which children develop skills for the future	1

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