

Newton Abbot Pre School & Playscheme

Inspection report for early years provision

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Inspector	Marilyn Joy
Setting address	The Green Rooms, Fisher Road, Newton Abbot, Devon, TQ12 2NB
Telephone number	0797 1708024
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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

Newton Abbot Pre-school has been established since 1980 and serves the wide local community. It operates from a hall close to the town centre, where children have access to a large hall and a smaller room which includes the kitchen area. There are steps at the entrance of the pre-school and at the rear there is a slope to the separate but enclosed outdoor play area. The pre-school is open on Mondays to Fridays from 9am to 3pm term time only. There are morning and afternoon sessions with a lunch club between.

The pre-school is registered on the Early Years Register for a maximum of 20 children in the early years age group and currently there are 24 children on roll. The pre-school receives funding for the provision of free early education to children aged two, three and four years. There are four qualified staff who work with the children and, of these, one is working towards a further qualification. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in the well-equipped and welcoming environment where their health, safety and individual needs are effectively supported. Strong partnerships with parents provide secure foundations from which children gain confidence and develop positive relationships with staff and one another. Effective and enthusiastic leadership ensures the pre-school is well-organised and provides children with a broad range of stimulating experiences that, overall, enable them to make good progress in their learning. Rigorous monitoring and evaluation processes, as well as ongoing training, enables the pre-school to continually improve practice and ensure most staff are kept fully up-to-date. Actions taken are well-chosen and carefully planned so that positive outcomes are achieved for children.

What steps need to be taken to improve provision further?

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

- update staff understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately
- evaluate planned and routine activities to ensure that full advantage is taken of all opportunities to extend and challenge children's learning.

The effectiveness of leadership and management of the early years provision

The safety and security of the premises, as well as robust recruitment and employment procedures ensures children are safe and protected from harm. Their welfare is appropriately safeguarded because clear policies and procedures underpin the smooth operation of the pre-school and are reflected in practice. There are comprehensive safeguarding procedures in place with clear steps for staff to follow should they have concerns about a child in their care or if an allegation is made against a member of staff. However, not all staff and management have a secure knowledge of these procedures and who to contact. Effective risk assessments are conducted in most areas and help staff to ensure the premises are completely secure and maintain children's safety. Staff are fully aware of emergency procedures and practice fire drills with the children to ensure they are all fully aware of what to do in the event of a fire. Well-organised documentation meets regulatory requirements and ensures staff have all the information they need to help them meet children's individual needs.

The pre-school offers an exciting and stimulating environment which supports children's learning in all areas. Excellent displays of photographs clearly demonstrate staffs' good knowledge of the Early Years Foundation Stage and how children learn. Careful consideration is given to each area to assess how well it is being used and what can be done to develop it further. Significant steps have been taken to address the recommendations raised at the last inspection. Identified safety concerns have been addressed and arrangements for promoting children's good health improved. Systems for organising activities and assessing children's progress have been improved and staff are continuing to refine the methods they use, although sometimes opportunities to fully extend children's learning are missed and their next steps are not always recorded to ensure their progress is monitored across all areas. Children benefit from the extremely positive approach towards developing the pre-school. Staff make good use of the support they receive from early years advisors and have identified key areas they want to develop further, such as access to the outdoor area.

Strong partnerships are developed with the parents. Effective channels of communication ensure parents are well-informed about the service provided and the care their children receive. Staff regularly share children's achievements with parents during informal discussions at the end of the session, although their written progress records are only shared at formal parents' meetings. A variety of methods are used to keep parents up-to-date with events in the pre-school and involve them in children's learning. Parents comment on how satisfied they are, the approachability of staff and the effective settling-in routines when they first join. Particular care is taken to liaise with other agencies in order to successfully support children's individual needs. Additional resources are obtained to value children's backgrounds and enable them to participate fully in the life of the pre-school.

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

Children arrive confidently and quickly settle to activities of their choosing. The easy accessibility of resources enables them to select what they want to play with and direct their own learning. In the problem solving, reasoning and numeracy area children work cooperatively together to carefully sequence different colours on a peg board. They develop hand-eye coordination as they pick up and fit the pegs into holes and staff seamlessly raise children's awareness of keeping themselves safe when they find a broken piece. Children clearly explain to others why they need to throw it away. Safety routines are part of daily practice and simple methods are used to help children develop their own understanding. For example, children clearly explain that only three can play on the climbing frame because there are only three boxes for them to put their shoes in when they take them off. They happily line up two chairs and set the egg timer while they wait for their turn. Children benefit from well-organised routines which help them understand what is expected and, consequently they behave well.

Detailed planning is clearly linked to the early learning goals and follows children's interests and their next steps for learning. Clear and measurable observations are used to assess children's achievements and written progress records are extremely thorough in tracking progression in most aspects. Staff regularly review activities and the layout of the pre-school to help them improve children's experiences and broaden their interests. For example, puppets and story bags have been added to the cosy book area to promote an interest in books and stories. Children enjoy choosing and sitting with staff to share a story. Communication is given a strong emphasis. Staff are mindful of their interactions with children and give them time to contribute to conversations without asking too many questions. However, some opportunities are missed during some planned and routine activities to maximise children's learning. For example, reference books are not always readily available and, although a café-style snack is organised in small groups to encourage conversations, children's independence and problem-solving skills are not extended because staff serve and prepare the snack for them. Overall, children make good progress because staff promote positive attitudes to learning and provide them with an extremely broad range of engaging activities and experiences.

A stimulating outdoor area offers exciting challenges. Children balance on planks, manoeuvre push chairs along the path and play in the summer house. They engage in imaginative and role-play as they create their own stories and imitate what they have seen. Some pretend to go to the shops while others carefully smooth out some material as they do the ironing. Children hunt for herbs in the garden, grow their own vegetables, take a trip on the train and enjoy a visit from the police. Children have many opportunities to learn about the world around them and develop their skills in the process. Sand and water trays are placed on the floor so that the youngest children are able to access them easily. Volume and capacity are simply explored as they scoop and fill different containers and as soon as they add water to sand they explore what happens next.

Children develop positive relationships with staff and demonstrate a strong sense

of belonging to the setting. The praise and encouragement they receive boosts their self-esteem and raises their confidence. Staff work hard to value each child's individuality and cater for their individual needs. Children's good health is promoted well. Healthy and nutritious snacks, as well as exercise and outdoor play, are offered daily. Good hygiene habits are routinely encouraged and even the youngest children are familiar with the routines for washing and drying hands, and finding a tissue to blow their nose. Effective procedures are followed if children become ill. Steps are taken to minimise the spread of infection before parents arrive to collect them and to ensure children are comforted and comfortable. Children are well-cared for in the relaxed and welcoming atmosphere of the pre-school.

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	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	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

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