

# East Teign Nursery

Inspection report for early years provision

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**Unique reference number** EY225275  
**Inspection date** 16/02/2011  
**Inspector** Lynne Lewington

**Setting address** Teignmouth United Reformed Church, Dawlish street,  
Teignmouth, Devon, TQ14 8TB

**Telephone number** 01626 770066

**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*.

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## Description of the setting

East Teign Nursery opened in 2002 and operates from the Teignmouth United Reformed Church in Teignmouth, Devon. It is owned and managed by a charitable trust run by the Teignmouth United Reformed Church. The nursery has use of rooms on the ground and first floor as well as kitchen and toilet facilities. There is no outside play area but children use the church for physical play, and are taken on outings in the local community.

The nursery is open for five days a week Monday to Friday from 8:00am to 6:00pm all year round. A maximum of 45 children may attend the nursery at any one time. The nursery takes children up to the end of the early years foundation stage. There are currently 48 children enrolled of whom 27 children attending are in receipt of nursery education funding. The nursery can support children with learning difficulties/and or disabilities and children who speak English as an additional language. The setting is registered on the Early Years Register.

The nursery employs eight members of staff. All of the staff hold appropriate early years qualifications. The setting receives support from outside agencies including the Pre-School Advisory Teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children develop confidently in this warm caring environment where staff get to know them well. Positive partnerships with parents help to ensure information is shared ensuring individuality is recognised and needs met appropriately. Self evaluation is undertaken and an audit through the local early year's service has helped the setting to develop aspects of their service. Staff are enthusiastic, indicating they will continue to make improvements to the service on offer.

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

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

- conduct risk assessments of regular outings and record when they are carried out and by whom; regularly review the risk assessments, at least once a year, and include in the record the date of review and any action taken following a review or incident.

02/03/2011

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

- improve development records to indicate measure the progress the children are making and identify the next steps in their learning ,ensuring all children are challenged appropriately
- improve opportunities for children to be able to increase their independence relevant to their age and abilities
- seek parental and staff opinion to help inform the self evaluation of the setting

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

Robust steps are taken to safeguard children. All staff undertake appropriate checks and staff demonstrate a sound knowledge of the action they would take if they were concerned about a child in their care. A clear safeguarding policy is in place and this is easily available to parents ensuring they know the settings role in reporting concerns. Comprehensive risk assessments are in place for all areas of the setting and staff take good care to ensure all potential risks are managed appropriately both in the setting and on outings. However, written risk assessments are not in place for the many outings the children undertake in the local community.

The nursery uses two floors of a listed church building. The premises are in places dilapidated with paint peeling from the walls and damp patches on the ceilings. Staff make attractive displays and do their best to ensure the premises are welcoming to young children and their parents. Comfortable adult sized sofas in both playrooms enable children to sit close to adults and enjoy a story or a cuddle. The nature of the building means that children cannot use the toilet facilities independently and they do not have access to outdoor play space. However, the staff do ensure that children have opportunities to go on outings most days in small groups to local parks or the beach. Daily access to the church hall enables them to use wheeled toys, run and play ball games where there is plenty of space for safe activity.

Equality and diversity is a key part of the settings nature. They ensure that every child has the opportunity to participate at a level suitable to their abilities and needs. Where they recognise a child needs additional help they work sensitively with parents and other professionals to provide the child with the best opportunities.

Partnerships with parents are strong. Parents praise the staff and their friendliness. They describe how staff have assisted with advice regarding toilet training and behaviour management enabling parents and staff to work together to encourage children's progress. Information is displayed for parents to see, they have access to newsletters and meetings are arranged to enable them to discuss their child's progress. Partnerships with other settings are developing, helping to ensure children experience smooth transitions to school. Outings in the local community enable the children to become very familiar with their local environment. Visits from services which help the community also aid the children's awareness and

learning. For example, they have enjoyed a visit from the fire service and the museum have shared artefacts. The setting welcomes advice and support from the early years advisory service and portage workers to aid them in their role.

Clear development plans have been used to help the setting progress. These have enabled the manager to evaluate the progress they are making in particular aspects of the service. This has included using the available space differently and providing different learning areas in the playrooms. Self evaluation is ongoing although currently they have not sought parental opinion of the service offered.

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

Children are confident and curious. They ask questions and listen intently to the answers. Books are displayed attractively and children enjoy using them independently and with help from adults. Staff listen and respond attentively to children, they model language encouraging children to learn from their example. Photographs provided by parents have been made into laminated picture books which the young children love to look at. They identify themselves and their family members, developing language skills as they talk about what is happening in the pictures. They make marks with crayons and pencils and paint pictures developing mark making skills and creativity. Labels around the setting increase children's awareness of the written word. Children demonstrate increasing awareness of quantity, size, position and shape as they imaginatively build with large wooden blocks. Some demonstrate good problem solving skills as they move all the sand tools to the other end of the sand pit enabling more space for digging. Children are learning to share and take turns in their play. Mealtimes provide the children with a happy social occasion where they sit with friends and staff to enjoy their meals. The older children confidently talk to each other about events they have experienced. Physical play in the church hall is clearly enjoyed by the children who ride wheeled toys confidently, throw and roll balls, use pushchairs and enjoy rocking on the see-saw and jumping on the trampoline.

Development records contain observations of the children and some indicate ideas for the next steps in learning. However, they are not systematically used as a tool to chart the children's progress and identify clearly potential next steps in learning.

Children follow daily routines which help to increase their confidence and promote safety in the setting. For example, they all know the routine for going down the stairs and to the toilet safely. They competently wash and dry their hands before snack and mealtimes helping to prevent the spread of germs. However, opportunities for children to develop their independence are limited. Children are encouraged to drink water to prevent dehydration. They enjoy healthy freshly cooked meals and deserts each day and snacks mid morning and afternoon to help sustain their energy. Children learn to evacuate the premises carefully and swiftly in an emergency. Their awareness of fire safety has been further enhanced through a fire fighters visit to the setting. Staff relate calmly to the children using good manners at all times. Consequently the children behave well demonstrating

an increasing awareness of good manners and appropriate behaviours.

## 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	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

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### 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	3

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