

# Hemyock Pre-School

Inspection report for early years provision

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**Unique reference number**

EY346881

**Inspection date**

03/02/2011

**Inspector**

Jacquie Allen

**Setting address**

Hemyock Primary School, Parklands, Hemyock,  
CULLOMPTON, Devon, EX15 3RY

**Telephone number**

07779859433

**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

Hemyock Pre-school has been established for many years but registered in 2007 at Hemyock Primary School, Devon. It is a committee-run pre-school, situated within its own premises on the school site. There is one large play room with toilet and kitchen facilities directly off. The group currently share the school's outside play facilities. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for up to 27 children from 2 years to under 8 years. There are currently 32 children on roll, 20 of whom are funded three and four year olds. The pre-school is open in term-time only, on Monday from 9am to 11.30am, Tuesday to Friday from 9am to 3.15pm. There are five staff employed, of whom four hold a level 3 qualification or above in early years and one who holds a level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well known and met by the caring staff team who encourage positive relationships with parents and provide a welcoming environment in which children feel safe. Most documents provide clear information. Self evaluation is ongoing and has started again with a new staff team who have many ideas, thus ensuring continuous improvement.

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

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

- clarify, with parents, details of the medicines that their child needs to take, including clear instructions for administration
- review the sick children's procedure with regards to the arrangements for exclusion of children who are ill or infectious
- develop children's observation and assessment systems so that gaps in children's learning and next steps are easily identified

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

Safeguarding children is given high priority by the committed staff team who have all completed some level of safeguarding training. A comprehensive policy is in place which underpins their good practice. Even though the recently resigned manager was the designated person, there is still one person who has completed the appropriate training to take on this role until the new manager is able to attend training. This ensures that effective procedures are in place for identifying any child at risk of harm. The security of the premises is well monitored to ensure that children cannot leave unsupervised and visitors cannot enter unannounced. A bell is available on the outside gate and staff check visitors' identify through the

intercom system and by sight before releasing the gate to let them enter. Parental consent is obtained before medication is administered to children, although the details of what to give and when are not always clear. The policy to exclude sick children does not explain the exclusion period for children who have had sickness and diarrhoea, to ensure all children are appropriately protected. Children's minor accidents and times of arrival and departure are routinely recorded, meeting the legal requirement.

The new staff team are confident about what the setting needs to do to improve further. They have lots of ideas to improve the outcomes for children. They want to develop the playground area so that children have staggered guttering to explore, as well as taking more indoor equipment and resources outside to extend children's learning. The new manager communicates ambition and has plans to include the whole staff team, parents and children to formulate an action plan for improvement. Children learn about diversity through planned activities, displays around the premises and their access to a wide range of resources. Children have been creating Chinese dragons to celebrate Chinese New Year and the staff have planned some food tasting to further children's understanding. The staff team have created a child friendly environment, with big comfortable cushions in the book corner and lots of low-level storage to encourage children to be independent. Children move freely between the designated areas laid out for specific play with additional resources on hand to further their enjoyment.

Parents are encouraged to be share information and be involved in their children's learning which ensures their individual needs are well known and met. There are regular open days for parents to come and stay and look around and they are encouraged to take their turn on the parent rota which provides valuable insight into their children's learning. Communication books for parents and staff to write in children's achievements are well used to inform individual planning. There are well established links with the school, as children visit before attending. However, staff have not yet made links with other providers where children attend to ensure the effective two-way flow of communication. To address this, they are planning to invite childminders to their training days to build these links.

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

Children are confident and active learners who enjoy exploring the resources and environment and are forming positive relationships with the staff and their peers. They are routinely praised and supported by the caring staff who help them put on dressing up clothes, use scissors and to identify letters to write on their work by matching cut out letters on display. They are very competent at using the computer and mouse, as they listen to instructions and click to find the matching card. Children routinely problem solve as they paint their planets, realising that it is difficult to hold still a papier-mâché ball, they use the string attached by staff. Children enjoy role play as they sweep the floor and use a hammer and nails to fix doors.

They have a good sense of safety issues, as they wear goggles when hammering

and explain that the nail needs to be held tight 'but be careful you don't bang your finger'. They giggle when they look at themselves in the mirror wearing false glasses, moustache and large nose from the dressing up box. Staff encourage children to listen and respond by presenting open-ended questions and chatting with them as they play. Children explore shaving foam with their hands and with small cars to encourage their persistence and motivation. Children's observation and assessment system holds lots of detailed information about their achievements although this is not organised in a way which ensures gaps are identified and next steps easily planned for.

Children's health is well promoted through daily routines. They routinely wash their hands before eating and after toileting, using individual paper towels to limit the risk of cross infection. They are provided with a range of healthy food at snack time and parents provide their packed lunch. Outside play is available throughout the day to ensure children spend time in the fresh air and practice their physical skills. They have been involved in growing beans and tomatoes, which furthers their understanding of healthy foods and helps them develop essential skills for the future. Children are respected as individuals and positive behaviour is encouraged through effective role modelling by staff and clear discussions which make sure children understand what is not acceptable. For example, a large egg timer encourages sharing and turn taking for popular activities such as, using the computer.

## 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	2
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	3
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

<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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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