

Puffins at Beer Pre-School

Inspection report for early years provision

Unique reference number

EY217314

Inspection date

05/05/2011

Inspector

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Setting address

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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*.

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

Puffins at Beer Pre-School registered in 2002. It is a committee-run setting which is situated in a building adjacent to Beer Church of England Primary School, in Beer, Devon. There is one main playroom, with toilet and kitchen facilities adjoining, and outdoor hard and grassed areas. They also have access to the school hall, football field and playground. 'Forest School' sessions are provided twice a week using the local wooded area.

A maximum of 26 children aged from two to under eight years may attend at any one time, all of whom may be in the early years age group. The pre-school is in receipt of funding for the provision of free early education to children aged three and four. It is registered by Ofsted on the Early Years Register and compulsory part of the Childcare Register. The pre-school is open every weekday, term time only, from 09.00am until 03.30pm. A lunch time club operates between 11.30am and 01.00pm, and children attend for a variety of sessions. There are currently 35 children on roll, all of whom are in the early years age group. The pre-school cares for children who learn English as an additional language and children with special educational needs and/or disabilities.

The pre-school employs six staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met with care and consistency through excellent partnerships with parents and links with other settings children also attend. Children's uniqueness is valued, and they see a positive reflection of themselves within the setting to promote their sense of belonging. Children's learning is planned, monitored and promoted to a high standard and on an individual basis. As a result, children are making excellent progress through the Early Years Foundation Stage. The setting is committed to maintaining sustainable improvements, and implements systems to monitor the quality of provision. Staff have made many improvements to the quality of provision since the last inspection to further promote the Every Child Matters outcomes for children. However, this does not ensure risk assessments are updated at least once a year.

What steps need to be taken to improve provision further?

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

- review the risk assessment at least once a year
(Suitable premises, environment and equipment).

06/06/2011

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

- develop better links with all other providers who are also involved in children's care and learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded effectively by staff who implement effective systems to assure their safety and well-being at all times. Employment and vetting procedures ensure staff are suitable to work with children and regular appraisals monitor their on-going suitability. Risk assessments are carried out and added to as new activities are introduced and changes occur, but the main risk assessment has not been updated fully within the last year. This is a breach of a requirement. However, staff maintain high standards of safety and supervise children very well. As a result, this has minimal impact on children's welfare and safety. In addition, staff have a very good knowledge and understanding of their child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children.

Staff work extremely efficiently as a team to provide a warm and welcoming environment for children's arrival with close support throughout sessions. They interact with enthusiasm and energy and ensure all children are fully included at all times. Staff create a very positive environment in which children are building friendships with peers and behave extremely well. Children are learning about the needs and feelings of others through sharing, helping and taking turns. They are closely supported by consistent messages and very good role models. Children are also developing an excellent understanding of diversity within their setting and from around the world. This includes developing a respect for each other's differences.

Staff have successful systems for monitoring and evaluating the quality of provision. These include an Ofsted self-evaluation record, staff meetings and links with the local authority. In addition, staff evaluate the success of planned activities each week. Staff attend training courses and actively seek out additional guidance on meeting children's additional needs to ensure they are included equally.

Highly successful partnerships have been established with parents who are provided with comprehensive information to support them in making an informed choice. Parents provide staff with information regarding their child's needs and preferences. In addition, they complete 'All About Me' forms which provide staff with a reflection of their home background, preferences and stage of development. Parents are kept well informed through displays, newsletters and daily communication. Their views are also valued and sought through regular questionnaires and consultation meetings. Close links have been established with the schools children attend to aid a smooth transition and to promote continuity of teaching methods. However, links with other settings children also attend are not

as well established to further promote consistency in all areas of their care and learning.

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

Children enjoy an excellent range of play provision and learning resources which are easily accessible to promote independent play. In addition, the extremely enabling environment and successful free-flow system to the outdoor play areas maximise children's learning potential in their preferred environment. Children's learning is planned, monitored and promoted to a high standard with a clear focus on individual needs and interests. Staff monitor children's progress through written records of their observations from which they identify next steps in their learning. They plan organised activities and use of the continuous provision in response to children's emerging interests and developmental stages. Staff use their excellent knowledge of the Early Years Foundation Stage and skilful interaction to provide continuous support and extension of challenges. In addition, they ensure all aspects of learning are integrated in children's chosen area of play. As a result, children enjoy themselves immensely whilst making excellent progress. Parental involvement is respected and sought from the start through on-going consultation and meetings.

Children are highly interested and motivated learners who arrive excited and are supported closely when settling in. They demonstrate an excellent sense of well-being through their focused play, warm relationships with staff, pride in their achievements and laughter. Children's communication, language and literacy are developing extremely well. They listen intently and communicate their thoughts, feelings and knowledge with confidence. Staff use sign language and visual aids to ensure all children are fully included. Children make purposefully in a wealth of activities indoors and outside and enjoy listening to stories. Children are developing an excellent understanding of numbers. For example, they count frequently in their play and are learning to recognise numerals. They problem solve with many activities, including practical tasks, puzzles, computer programmes, board games and through scientific subjects on the 'I wonder why' table.

Children are very involved within the local community. For example, they perform at the village hall for residents, attend baking sessions at a local restaurant and shop in the village. They also meet several members of the local community, including the police, Royal National Lifeboat Institute and residents who come to read stories at the setting. Children also make excellent use of the surrounding countryside and their 'Forest School' area to explore the natural environment and living things. This includes den making, fire building, potion making and observing plants and wildlife. Children use their imaginations very well. For example, they role play in different environments, play with many small world and constructional toys and explore different media and materials in creative and sensory activities. They enjoy music and join in singing with enthusiasm.

Children feel safe and secure within the setting. This is nurtured through the warm

and trusting relationships established with staff and close supervision. Children learn about keeping safe through fire drills, meeting members of the emergency services and learning to use sharp tools and resources with care. Their health is promoted effectively through the provision of a clean and hygienic environment in which staff follow and promote good hygiene practices and routines. Children are developing a good attitude to healthy lifestyles. They benefit from nutritious snacks and meals and access to drinking water at all times. In addition, the extremely well resourced outdoor play areas provide a wealth of physical play activities and allow more active children to run freely throughout the session.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
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	1
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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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- review the risk assessment at least once a year (Suitable premises, environment and equipment). 06/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- review the risk assessment at least once a year (Suitable premises, environment and equipment). 06/06/2011