

Tavistock Community Pre School

Inspection report for early years provision

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15/02/2011

Inspector

Sara Frost

Setting address

The Alexander Centre, 62 Plymouth Road, Tavistock,
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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.

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Description of the setting

Tavistock Community Pre-School opened 1998 and is managed by a committee of parents. It operates from a pre-fabricated building in the grounds of the Alexander Centre in Tavistock. Children have access to an enclosed outdoor play area. It is open Tuesday, Thursday and Friday from 9.15am to 3.15pm and Monday and Wednesday 9.15am to 1.45pm.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 38 children in the early years age range on roll.

The pre-school employs six members of staff; of those five have a childcare qualification at level 2 and above. The pre-school also has two regular volunteers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Tavistock Pre-school provides a warm and welcoming environment where children are eager to take part in the activities provided. Staff show a good understanding of the Early Years Foundation Stage and children's individual needs. Both of which are effectively used to plan activities to develop and encourage children's learning. Good use is made of the outdoor provision which children access on a daily basis in all weathers. Most of the required documentation is in place. All previous recommendations have been met and staff continue to look for aspects to improve the provision for all.

What steps need to be taken to improve provision further?

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

- develop systems to maintain consistency in staff records to include dates when relevant checks such as Criminal Records Bureau checks have been issued or applied for
- develop written records and share with parents to enable them to contribute towards their child's development.
- develop systems to ensure all existing injuries are appropriately recorded.

The effectiveness of leadership and management of the early years provision

Systems are in place to safeguard children. Staff ensure that unvetted adults are appropriately supervised while in the setting. Procedures recently introduced ensure children are suitably escorted to the toilet facilities which are in the main

building and accessible by others. Records show appropriate checks are undertaken for all staff to establish their suitability to work with children, however, some details just show applied for or received, with no clear date. Staff demonstrate a sound understanding of procedures to follow if concerned about children in their care. Accidents are recorded and shared with parents, however an existing injury shared with staff today was not recorded, although documentation shows previous injuries have been recorded. Policies and procedures are currently being updated; any changes are shared with parents. Indoors and outside play areas remain safe and secure for children as thorough risk assessments are carried out on the premises and regularly updated. Fire drills are also conducted on a regular basis with the children.

The pre-school operates within the grounds of the Alexander Centre. The provision has its own compact room; it does however have to share the toilet facilities with other users of the main building. It has a secure outdoor play space, which is well used, in all weathers. The playroom is suitably organised but has a lack of storage facilities, steps have recently been taken to address the clutter and this continues to be an ongoing project. The manager is fully aware and is looking at various options to increase available space.

Staff work well together as a team, allowing the session to flow well, and provide a good balance of adult-led and free-choice play. The staff have a very good understanding of individual needs and link closely with parents to ensure each child's needs are fully addressed in the setting. The provision has developed links with other professionals. Parents state staff are friendly and approachable. This is an area the group pride themselves on. Key workers ensure parents are verbally informed about children's progress and development at the setting. However written records are not fully shared with parents to enable them to contribute towards their child's development.

Recommendations raised at the settings last inspection have been completed; ensuring children's welfare is met. Since completing their initial self-evaluation, the pre-school has moved on with support from the current committee. Staff and the committee are committed to developing practice, strong emphasis is placed on providing training opportunities for all staff. Plans for the future include introducing parent and toddler sessions, looking at the need to provide holiday club and extending the current available space in order to improve services for all users.

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

Children are happy and settled in the pre-school. They respond well to the friendly atmosphere. Children have positive relationships with staff and each other. Most arrive happily and separate easily from parents. Staff provide appropriate support to help children to feel safe and secure, contacting parents when new children become too distressed. Session ensure children are busy and purposefully engaged throughout, although the limitations within the premises and safeguarding children prevent them from developing their independence as fully as possible.

Staff meet regularly to plan their sessions and plan relevant and meaningful activities for the children. Good use is made of the outdoor facilities, suitable and additional clothing is provided by the parents to enable children to access outside facilities in all weathers. Staff effectively engage children in spontaneously play, for example, playing in a large puddle which developed during the rainfall, splashing, and watching the ripples made, using resources from mud play bin, painting walls with water, and generally having a fun time. Staff skilfully support children's learning, offering suggestions, developing children's thinking processes and regular praise. Regular observations and assessments of children are conducted which helps all staff keep informed of their progress.

Children are provided with a range of activities that covers the different areas of learning. They choose where they wish to play and are able for example to develop their own imaginative play with their friends. They develop hand control as they ice and decorate previously made buns or use cutters to shape dough. They have opportunities to extend and explore activities, for example, from chalk on finger tips to hand printing with chalk and comparing lines and prints. Children learn about mathematical concepts as they play pairing games, understand how many children can access the snack area at any one given time. Staff help children develop good language skills by asking opened-ended questions and giving children time to respond. Children access the book corner independently and share stories with each other. Good labelling around the room and the regular use of name cards help children begin to recognise familiar words.

Children are learning about healthy lifestyles well as they follow established procedures around hygiene practices. The cafeteria style snack provides children with choice of when they wish to take on board refreshments; children help themselves to fresh fruit, try new foods such as dips to accompany the bread sticks. They are encouraged to help tidy away as they place their plates and cups in the bowl. Children enjoy physical play such as various ride on or push along playthings, negotiating the slope well, accessing the climbing frame and moving to action games such as 'what is the time Mr. Wolf?'

Children have a good awareness of safety and move sensibly and carefully in the playroom. They put coats on and line up when waiting to go outside to play. Children display a strong sense of belonging.

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	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	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