

# South Brent Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	106212
<b>Inspection date</b>	06/06/2011
<b>Inspector</b>	Anne-Marie Moyse

<b>Setting address</b>	School House, Totnes Road, South Brent, Devon, TQ10 9BP
<b>Telephone number</b>	01364 72022
<b>Email</b>	preschool@southbrent.co.uk
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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

South Brent Pre-school has been established since 1969 and is located in the centre of South Brent in Devon. Most children attending live in the village or surrounding rural areas. The pre-school occupies rooms within The Old School Centre. The group has sole use of a main play room, creative play room, toilets, kitchen, enclosed playground and a play barn. The group can use the hall within the adjoining building if required. The pre-school also offers parent and toddler sessions, when parents accompany their children. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 30 children aged from two to under eight years. There are currently 22 children in the early years age range on roll. The pre-school opens on Mondays to Fridays during school term time only. On Monday, Wednesday and Friday they operate from 9.15am to 11.45am, and on Tuesday and Thursday they are open from 9.15am to 3.30pm. Children attend for a variety of sessions within these hours. The pre-school receives funding to provide free education for three- and four-year old children. Seven members of staff work with the children, of whom six have relevant qualifications. One member of staff holds Early Years Professional status and a second member of staff is working towards this qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children are secure and happy at the pre-school although staff do not always support them appropriately. Staff have developed relationships with the parents which helps them to understand children's unique needs. However, they have not been equally successful in establishing a working partnership with other providers. The management team generally understand their responsibilities, but have failed to notify Ofsted of changes to the provision and maintain all essential documentation, which are legal requirements. They have started to reflect on the provision and have identified areas for improvement, although these are not always implemented effectively. They have a satisfactory capacity to maintain improvement.

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

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

- keep a daily record of the names of the children's key workers to ensure the safe and efficient management of the setting (Documentation)

07/06/2011

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

- make sure that all practitioners have a clear understanding of their roles and responsibilities and of the Early Years Foundation Stage to help every child receive an enjoyable and challenging learning and development experience
- make sure that children are fully supervised at all times, for example at snack time to ensure their safety while eating
- develop further methods of working in partnership with other settings providing the Early Years Foundation Stage to support children's development and progress consistently.

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

The pre-school has recently had some changes to the staff and the management team. The provider has committed an offence by failing to notify Ofsted of a change to the person who is managing the early years provision on some days of the week. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. The pre-school conducts its own detailed checks on all the staff and everyone holds a relevant Criminal Records Bureau check. All staff have appropriate qualifications to ensure children are safeguarded and suitably supervised. They have a clear understanding of their roles in following appropriate procedures if they have concerns over a child's welfare. The setting is developing its reflective approach to evaluating the provision and has identified some pertinent areas for development, although these are not always implemented successfully.

The building used by the pre-school is very well-resourced and secure, with many safe and suitable resources to promote children's independence and their understanding of the wider world. Staff conduct daily checks of the environment and minimise any hazards to children. All the relevant documentation systems for the safe management of the provision are in place. Overall, the organisation of the sessions is flexible to meet the needs of the children attending, with good use of the outdoor area and the play barn to extend and vary the resources children can access. However, some of the routine activities and the deployment of staff do not always fully support children's learning and development. For example, circle time is not well-managed to meet the diverse age range and development needs of the children attending, to enable them to benefit from this activity. Some children disrupt the concentration of the other children. Staff do not always extend and challenge children during their play to ensure they are making consistent progress according to their individual abilities.

Partnerships with parents have been established and staff gather useful information on each individual child's routines and preferences. Parents are invited to meetings with the staff to discuss each child's progress and communication books are available if parents wish to use them. The setting work closely with other outside agencies to provide additional support for children's needs. However,

currently the systems for liaising with other providers of the Early Years Foundation Stage that children attend is not established well enough for information to be exchanged and provide consistency for children between settings. Children are becoming aware of wider society as they see photographs of children from the local area and from around the world.

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

Children are enthusiastic to arrive at the setting and are eager to find their names and self-register themselves. They are forming some good relationships with the staff, and some of the other children. Generally, children behave well, although a few require adult intervention to negotiate and resolve issues appropriately. The children enjoy a range of prepared activities, such as using food colouring on filter paper to watch how the colours spread and mix. They happily cut, join and create junk models with a member of staff on hand for support. The environment is very enabling with children being able to access a wide range of resources and choose to play both inside and outdoors freely. Resources such as books, musical instruments and posters reflect other cultures and positive images of diversity. Books are displayed well and children become engaged in stories, counting and solving problems as they are read to on an individual basis and in groups.

Outside, children play with sand and water, developing control and co-ordination as they pour and dig, or take off their shoes and feel the texture of the sand on their feet. They practise their physical skills as they ride bikes and balance on cup stilts, moving safely around the playground. They make marks by drawing with the chalks on the fence or floor. Children are fascinated as they find insects, using magnifying glasses to look closely at the individual features.

Staff are well-qualified and provide some very interesting activities for children. They regularly conduct observation and assessments of the children and record their progress in attractive files. Children's next steps are identified and plans are developed around their interests. However, children are not always challenged and supported well during their play. At times, some children are left to their own devices and become disruptive through a lack of staff interaction.

Children are regularly involved in fire drills to help promote their understanding of safety procedures. Children are politely reminded to take care of the toys and help to tidy up. Children's health is promoted as they are offered healthy options such as fresh fruit and breadsticks for snack, and they pour their own drinks of water or milk. However, the organisation of this activity does not promote good social skills or safety, as children walk around the room to fetch their own drinks whilst eating. Generally, children's independence is fostered as they are able to move safely around the premises and attend to their own personal hygiene routines. Their self-esteem is boosted as they see attractive displays of their work around the room, showing that they are valued by the staff.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

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