

# Salcombe Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	106209
<b>Inspection date</b>	14/06/2011
<b>Inspector</b>	Leoarna Mathias
<b>Setting address</b>	Onslow Road, Salcombe, Devon, TQ8 8AG
<b>Telephone number</b>	01548 842874
<b>Email</b>	salc.preschool@btinternet.com
<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**

Salcombe Preschool was registered in 1972, and has occupied purpose built premises situated in the grounds of Salcombe Primary School since 2001. It is registered to provide full day care for up to 26 children aged from two to five years. At present there are 26 children enrolled, all of whom are in the early years age group. The group is open from 9am to 3.15pm, Monday to Friday. A parent and toddler group runs alongside the afternoon session on Wednesdays from 2pm until 3.30pm, as well as between 10am and 12pm on Tuesday mornings. On these days, only 15 children attend the pre-school. The pre-school is managed by a voluntary committee of parents who employ eight qualified staff, one of whom holds Early Years Professional Status, with a further member of staff currently working towards this qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy their time in a provision where the staff team are working hard to create an accessible, well-resourced space that promotes their learning and independence. Staff are skilled at entering into children's worlds and extending their play in meaningful ways. The staff team are also particularly successful at enabling children's transition to their next setting by forming a purposeful partnership with the neighbouring primary school, as well as generating a real sense of community by properly involving parents in their children's progress. Finally, staff are quickly growing in their capacity to reflect on their own achievements, acknowledging that, with only modest revision to their practice, their ongoing process of self evaluation will be further contributing to the cycle on continuous improvement.

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

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

- continue to develop the staff team's capacity to reflect upon their practice in a way that will in turn bring further improvements to the quality of provision.

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

A robust safeguarding policy is in place and is regularly reviewed. As a result, any concerns are dealt with promptly and appropriately, and the lead practitioner in this area commits to regular updated training. Daily checks of the whole setting work to keep children safe, as do properly completed risk assessments of both the building, equipment and outings. Good ratios of adults to children enable staff to

supervise all closely.

A clear philosophy of inclusion and community belonging pervades the setting. Staff are continuously exploring ways in which to embrace other cultures and the home languages of a number of children who attend for whom English is an additional language. As a result, these children settle quickly and gravitate towards adults who are genuinely supportive of their individual needs. Similarly, staff promptly access outside professional agency support when a child has emerging Special Educational Needs and/or physical disabilities. Books and resources reflect the difference and diversity within our society, and an appropriate equality of opportunity policy underpins the team's practice in this area.

Since the last inspection the pre-school has undergone significant staff changes but this has not led to any degradation of quality. Instead the team have striven to achieve high standards, evaluating the provision in detail and identifying areas for improvement which are then, critically, acted upon promptly. For example, a need to further involve parents in the assessment of each child's progress led to the team to introduce a system which enables parents to effectively add regular comments to the picture of their child's progress. Similarly a plan to fund further improvements to the outdoor provision is being pursued with vigour. At the same time, the team acknowledge that routinely evaluating their day-to-day practice is at present a mostly informal process which may at times hinder the pace of positive change. Nevertheless, a clear vision for the future of the pre-school is held by all and a commitment to the ongoing professional development of the whole team through training and other methods is very much in evidence. Policies and documentation are in good order and the provider confirms they are meeting the requirements of the Childcare Register.

The pre-school is particularly successful at forging partnerships with other providers and outside agencies. For example, they work very closely with the neighbouring primary school, making the transition to school for the pre-school leavers as smooth as possible. The pre-school's approach to helping parents be genuinely involved in their child's educational progress also works well, as parents contribute regularly to the records of achievement, as well as meeting regularly with their child's key worker and accessing good amounts of information through the notice boards and regular newsletters.

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

Children are making good progress towards the early learning goals in all six areas of learning. They make good use of all parts of the learning environment, moving with confidence and independence as they follow their own interests. They also demonstrate their clear abilities to play co-operatively, building water and marble runs in the outside area using a variety of resources, as well as being very willing to help with group tasks such as washing up after snack or tidy up time. Children are keen to share their positive achievements with their carers, and in turn reward systems are used appropriately by the staff team to further enhance the development of children's self-esteem. The environment is rich in printed media, with books, songs and stories routinely included in the programme, and children using their strong vocabularies throughout their play. Similarly, they demonstrate a

growing ability to solve problems and think critically, as they discuss their use of the marble run or sing counting songs. They also learn about the world around them through meaningful activities such as gardening and cooking, as well as enjoying regular trips out to places of local interest, such as the zoo or a local farm. Children enjoy regular opportunities to be creative, for example, through woodwork, using play dough, spreading inks through water to make pictures or building bridges and structures with recycled materials. Similarly, their opportunities to develop their physical skills are frequent, as they make good use of the well-resourced outdoor space to climb, run, use ride-on equipment, participate in gardening or explore materials such as water and sand.

Staff demonstrate a secure knowledge of both the Early Years Foundation Stage and of how children learn and develop. They use this knowledge to readily enter into children's worlds and skilfully extend their play and consolidate their learning, deploying themselves well in order to ensure each child attending receives regular support from an adult. They meet regularly to plan the programme of activities, and recent revisions to the way in which they collate observations of children's achievements in order to inform the next steps in each child's learning are beginning to pay dividends. Their creation of a pleasing and inviting environment is clearly well thought through, and all resources and equipment are kept in good order. Finally, children are particularly well supported in the development of skills for their future, as they enjoy time each week spent with the neighbouring primary school's foundation stage class, smoothing the transition to school attendance as the team work closely with the staff of this unit.

Children are learning to keep themselves safe and healthy, understanding why they wear hats and cream on sunny days, and the importance of only communicating with adults that they know. Documentation that underpins the promotion of their health is in good order, and procedures for dealing with the management of medical emergencies, such as allergic reactions, are particularly well thought through. Toileting and nappy changing hygiene is properly managed and children are learning to care for themselves through well-taught hand washing routines. Snacks are balanced and healthy, and parents respond well to encouragement from the team to ensure that lunch box contents are nutritious.

## 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	1
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
--	---

### 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

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
--	-----