

Stoke Gabriel Pre-School

Inspection report for early years provision

Unique reference number 106231
Inspection date 19/07/2010
Inspector Dawn Biggers

Setting address The Old School Room, Church Walk, Stoke Gabriel, Totnes,
Devon, TQ9 6SD

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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

Stoke Gabriel Pre-school opened in 1973. It is managed by a committee of parents. It operates from an old school room in Stoke Gabriel, Devon. Access to the premises is via three steps to the front of the building. There is a public park set in an orchard immediately opposite the setting, which the pre-school uses for outdoor play. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 17 children may attend the pre-school at any one time. There are currently 21 children on roll. The pre-school receives funding for the provision of free early education for three and four-year-olds. It is open during school term time on a Monday and Wednesday from 9.00am to 3.00pm, Thursday from 9.00am to 12.30pm, and Friday from 9.00am to 1.30pm. There are five members of staff, of whom all hold early years qualifications. The group has close links with the village school and receives regular support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make very good progress in their learning and development because the strong, committed staff team demonstrate a caring and professional approach to their work. Staff work closely in partnership with children, parents and schools to ensure that care and learning needs are effectively met although relationships with other providers are not as well-established. Children are safe and secure and enjoy a wide range of stimulating resources and activities. The pre-school's high level of commitment to improvement ensures that they continue to develop their practice and provide good quality childcare.

What steps need to be taken to improve provision further?

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

- further develop methods of working in partnership with all other settings children attend to support their progress and development.

The effectiveness of leadership and management of the early years provision

Effective systems for safeguarding and protecting children are in place. Staff are knowledgeable and have a clear awareness of their roles and responsibilities in child protection. Safeguarding procedures are implemented well. All staff have completed criminal record checks to ensure they are suitable to work with children. Risk assessments for inside the building and for outings are implemented very well.

They are regularly reviewed and any hazards identified are dealt with promptly. Measures to ensure the security of the building include the monitoring and recording of visitors.

The committee is strongly committed to supporting staff's professional development. Staff gain qualifications and develop further skills to enhance their good practice. For example, the manager has completed a degree and staff have attended Letter and Sounds training. The pre-school's effective practice is clearly recorded within their self-evaluation and shows good insight and a clear capacity for improvement. Effective policies and procedures are reviewed and updated. For example, the implementation of individual existing injuries forms maintains confidentiality and contributes further to safeguarding children.

The partnership with parents and carers is strong since very good relationships are established from the start. A flexible settling-in procedure caters for each child's individual needs and this sometimes includes home visits. There is a very clear commitment to involving parents in children's learning. Information is shared through displayed information and daily contact with the key person. Parents are fully involved in their children's learning. For example, they take home children's progress books and 'home diary' to contribute to. They are very well-informed and happy and comment on the high quality service and individual care provided which fully supports their children's individual needs. Clear and effective links have been established with the local school. This strong liaison enables children to visit the school and go to events before they move on there. However, links with other provisions children attend are less well established. This means that there is not a fully shared approach to children's care and learning.

Children are supported well as they have access to an excellent range of quality resources. These are displayed at various levels to enable all children to access them easily. Children have an excellent range of materials with which to explore. For instance, they use shredded paper to make snow for their castle and pretend it is their hair in the salon. The environment is very welcoming, with displays and lots of photographs valuing children's achievements and experiences. The inclusive environment ensures children learn about differences through very good resources and activities which include celebrations of festivals, such as Chinese New Year and Easter. The pre-school values parents' input into children's learning and encourages them to share their skills and cultural backgrounds. Children therefore develop a good awareness of the wider world. They also join in local community events, such as the carnival, which this year has a safari theme.

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

Children progress well within their learning and show enthusiasm, confidence and very positive attitudes to learning. They are developing good social skills and, while playing with the castle, they negotiate with one another as they arrange small world characters around it. They develop good knowledge and understanding of the world and how things grow. For example, they plant and care for trees which

have been purchased from a fundraising activity. Children show good letter and sound recognition, finding their name to self-register on arrival. They experiment and investigate. For instance, they negotiate how to put a barrier up for the door to their house while playing outdoors. Activities support all ages and abilities. For example, staff enable them to listen to a group story or support them in an alternative activity. Children problem solve as they collect apples from the orchard to fill the bowl attached to the pulley on the large wooden ship.

Good, caring relationships with children contribute to their high level of security and independence as staff confidently and skilfully engage with them. Staff promote positive attitudes to learning. For example, during a creative activity children develop many new skills using different tools and materials. They experiment with sticking with the masking tape and glue and use scissors with increasing control. Staff extend children's play well, helping them to work out how to stick their cup on to their model and how to build a tent with the soft play resources. Staff sensitively observe and support children. For example, when a younger child knocks the soft play wall down they help them to build this back up. Staff skilfully use conversations to encourage children to share their experiences with the group. For example, they talk about their visit to school. Therefore, they become confident communicators. Staff have a good knowledge of children's learning and planning is used well to ensure all children are suitably challenged. Assessments have begun to track children's progress within the development records and this information contributes to the weekly planning for children's individual learning needs.

Children behave very well and learn about the expectations within the pre-school. Staff act as positive role models and support children, reminding them of the rules. As a result, they engage very actively in their play and respond well to the good praise and encouragement. They develop excellent skills for the future and positive attitudes to learning. They show great independence within the daily routine, such as helping each other to tidy away, washing their hands and lining up to access the outdoor play area.

Children learn about how to keep themselves safe. They are supervised well when using equipment such as woodwork tools and when they use knives to cut up fruit and vegetables. They are actively involved in discussing and helping staff to implement a risk assessment, for instance to cross the pathway to the orchard. The staff act as good role models and this is well supported by visits from the local police. Children are provided with a good variety of healthy snack choices, which include fresh fruit, vegetables and rice cakes. Children learn about healthy lifestyles as they enjoy daily physical exercise and fresh air, including walks in the local community. Visits from the dentist heighten children's awareness of good tooth care. Children confidently use the toilet and undertake good hygiene practices, such as washing their hands after using the toilet.

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	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	1
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	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: Met

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