

# Motcombe Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	141106
<b>Inspection date</b>	28/09/2011
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<b>Setting address</b>	Motcombe First School, Motcombe, Shaftesbury, Dorset, SP7 9NT
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<b>Email</b>	
<b>Type of setting</b>	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

Motcombe Pre-school and Toddlers is a committee run pre-school, registered in 2000. It operates from a purpose built mobile unit within the grounds of the village primary school, in Motcombe near Shaftesbury. It serves both the community of Motcombe and the surrounding area. The Pre-school works very closely with the primary school and children have access to an enclosed outside play area as well as the school hall and playground when not in use by the school. Motcombe Pre-school operates term-time only and is registered to provide sessional care for a maximum of 17 children aged between two and five years at any one time. It is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 27 children on roll, of which some three and four year olds receive funding for nursery education. Children attend a variety of sessions. The group operates Monday to Friday from 8.45am to 11.45am, Monday afternoon from 12.30pm to 3.30pm and Tuesday afternoon from 1.30pm to 3.15pm for two year olds. The pre-school also runs a Toddler Group, attended by both children and parents on Thursday mornings from 10am to 12am in the village hall. The pre-school supports children who have special educational needs and/or disabilities. It employs four staff, three of whom have completed training in early years care and hold the National Vocational Qualification (NVQ). Two hold NVQ at Level 3 and one at NVQ Level 2. The pre-school receives support from the local authority Early Years Department.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Motcombe Pre-school is a good setting with a very strong commitment to inclusiveness, ensuring that children's individual needs are well met. Staff promote good learning in an exceptionally caring, safe and warm atmosphere so that children thrive and make good progress. All children, including those with special educational needs and/or disabilities, enjoy a wide range of stimulating activities across all areas of learning both indoors and outside. The setting is working hard towards providing a more free-flowing environment between indoor and outdoor play. There is a strong commitment to self evaluation and the development of all staff, giving rise to good improvement since the last inspection. This is enabling the pre-school to have a good capacity for further development.

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

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

- seek ways to provide as many opportunities as possible for children to move freely between the indoor and outdoor play areas.

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

Safeguarding is exceptionally strong and record keeping is carried out diligently. Risk assessments are carried out daily and children are encouraged to be involved in reporting such things as broken toys. All appropriate policies and procedures are fully in place. During the inspection the pre-school was involved in a fire drill for the whole school site. Staff carried out routines in an exemplary manner, ensuring that all children were calmly gathered together and moved very quickly to the field. Very effective daily routines, such as gentle reminders about washing hands after using the toilet and before snack and quietly effective behaviour management, are all clear indications of the adults' strong regard for children's welfare. As a result, children learn in a very safe, calm and healthy environment. The pre-school staff consistently use self-evaluation to help them validate their good practice and to identify priorities in the drive towards further improvement. As a result, all issues from the last inspection have been successfully addressed and practice is periodically reviewed and developed. Improvement is supported by the staff's considerable commitment to professional training in a wide range of areas, providing a skilled workforce. All children are treated equally and there is no discrimination. Activities always take account of the needs and interests of all children, because staff have an excellent understanding of their backgrounds. Clear links are established between planning and assessment, enabling the next steps in learning to be identified for individual children and ensuring that all their needs are met. The needs and interests of children are also taken into consideration, for example the recent planning of boy-friendly topics because of the large number of boys in the current group. The setting is well organised with a wide range of learning activities supported by easily accessible, good quality resources. An excellent relationship exists with the school whose site the pre-school shares, allowing children to use the Reception class outside area on a timetabled basis. However, this does not allow children the opportunity to choose whether to play out of doors or inside. Transition arrangements are especially good, taking place on a twice weekly basis for six months prior to children's transfer into the Reception class. There are good links with other local schools to which a few children transfer. Children with special educational needs and/or disabilities make the same good progress as all other children as a result of very strong partnerships with external agencies and the support of a designated adult who is responsible for ensuring their needs are met. Help is also enlisted from speech therapists and family support workers whose programmes are carefully followed for individual children. Parents value the pre-school very highly, saying that their children hugely enjoy their time here and are very safe and exceptionally well cared for. Parents have very regular opportunities to meet with staff to discuss their children's progress as recorded in the 'Learning Journeys' and to become involved in their development. Their views are regularly sought and acted upon for a range of issues.

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

Relationships are excellent. Children arrive happily and confidently find their name. They practise number skills well when counting the number of children present and adding on the number of adults. They demonstrate their willingness to learn and their growing knowledge of sounds as they take part enthusiastically in a game called Mr Tongue. Children settle very quickly to their own chosen activities, playing and cooperating very well together. They manage their own time on the computer with the help of an egg timer, share happily in all the activities on offer and tidy away when required. Adults use good questioning and intervention to support children's learning, especially their language development. While 'cooking' their imaginary dinner, children respond accurately to questions about the names of plastic fruit and vegetables. When asked if the dinner is ready there is an emphatic 'Not yet!' Girls and boys alike enjoy making their own pirate hats to wear and join in the singing and actions of the pirate song with great gusto as they learn positional language such as backwards and forwards. They demonstrate considerable perseverance and make careful use of their fine physical skills while learning to stick the skull and crossbones on their hats. They learn about the world around them as they find small plastic creatures in the water tray and match them to picture cards. Children have an excellent understanding of healthy living. They know that it is important to wash their hands because it makes them 'nice and clean' and understand that 'germs make food bad'. They know that fruit and vegetables are good for you. When choosing milk or water, children commented that 'milk gives you strong muscles!' Some children are very confident and able to pour their own drinks. They are polite and well mannered as they sit around the tables together, showing that they know the importance of saying 'please' and 'thank you'. Children play energetically on the field with hoops, balls and beanbags. The parachute is a great favourite, combining cooperation skills, careful listening, playing safely, using their imagination and extending language. Children are also very aware of playing safely indoors and helpfully bring broken toys to an adult. Events such as visits from a pilot, a fireman and a helicopter, using the train and bus to visit local towns and taking part in the 'Shoe Box' appeal all help children to think of others and learn about, and contribute well to, their local community. All the skills they learn prepare them well for the future. During activities assessments are carried out and carefully recorded and used to inform the next steps of learning for each child and the group as a whole by being woven into future planning. Assessments, along with photographs of special moments in each child's personal development, are also collected together to build a record of learning and development known as a 'Learning Journey'. These are regularly shared with parents.

## 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	1
The effectiveness of safeguarding	1
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	1

### 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

<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	1
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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