

Yealmpton Pre-School

Inspection report for early years provision

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Inspector Lynne Bowden

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Type of setting Childcare - Non-Domestic

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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

Yealmpton Pre-School is managed by a voluntary management committee and has been registered since 1995. It operates from the Yealmpton Community Centre, which shares a site with the village primary school. The pre-school uses a designated area of the playground for secure outside play. It offers two sessions a day from 9am to 11.30am and from 12.30pm to 3pm. A lunch club is provided between 11.30am and 12.30pm. The pre-school operates all year round.

The pre-school is registered on the Early Years Register and both parts of the Childcare Register. It is registered to care for 32 children under the age of eight. There are currently 28 children on roll, all of whom are in the early years age range. The pre-school receives funding for free nursery education for three- and four-year-olds. It cares for children who have special educational needs and/or disabilities. A staff of five support the provision, all of whom hold appropriate childcare qualifications.

[CS1]Wrong wording

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children develop confidence at this welcoming setting. Staff plan a varied range of activities to promote children's learning and development, which generally interest and engage their attention and meet their needs. They work effectively with parents and other agencies to meet individual children's needs. They reflect on their practice and identify areas for further development.

What steps need to be taken to improve provision further?

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

- support and extend children's learning and development further, with particular regard to engaging their interest and providing varied resources at all times
- help children to appreciate the need for hygiene, with particular regard to providing plates for them to eat off.

The effectiveness of leadership and management of the early years provision

Children's safety is prioritised. The pre-school has effective recruitment and vetting procedures which help to ensure that children are cared for by suitable and qualified staff. The detailed safeguarding children policy and procedures ensure

that all staff are aware of how to safeguard children. Staff carry out regular risk assessments to keep the environment safe and the premises are secure.

Staff organise regular access to the outdoor play area so that children can exercise and explore freely. They provide an appropriate range of activities and resources to promote children's development in all areas of learning and usually engage children's attention. However, children begin to lose interest and become restless during some periods, such as whole group activities, when many of the resources are tidied away. Staff make observations and assessments and use these to plan and provide activities to promote each child's individual development.

Staff share information with parents, both informally each day and through children's learning journeys. They quickly establish children's starting points and likes and dislikes. This is based on information provided by parents and their own observations of children. Staff work effectively with other agencies, such as speech and language therapists, to meet children's individual needs. They work closely with local schools to make sure that children have an easy transition.

Staff have a good understanding of each child's background and needs and this helps them to support each child to reach their full potential. They have been improving the range of multicultural resources to help children learn about diversity, such as ethnic play food. Children learn to respect and value diversity, when they identify similarities and difference, such as eye and hair colour during circle time. Staff closely monitor the progress of children with special educational needs and/or disabilities and work closely with other agencies to support them effectively.

Staff evaluate and monitor the quality of the provision to accurately identify areas for further development. They have identified that they need to extend the range of multicultural resources and taken positive steps to develop the range. This shows a good capacity for continuous improvement. Staff and management are keen to improve outcomes for children.

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

Children develop confidence at this setting, where they are comfortable and confident with their carers. They work conscientiously and concentrate intently on chosen activities. However, during some group activities some begin to lose interest since resources are put away. They behave well as they walk around the building to the outdoor play area, holding hands with each other. Regular access to the outdoor play areas lets all children enjoy and benefit from the fresh air and observe the environment. They enjoy searching for insects and studying their findings through magnifying glasses. Indoors, they explore and share books and select books to take home. They enjoy listening to stories and most listen intently and comment on the pictures and plot.

Children learn about familiar events, such as Bonfire Night and Remembrance

Sunday, creating artwork for displays. They begin to use number meaningfully when they count how many children and adults are present. They confidently follow a computer game, comparing objects by length and correctly identifying the longest and shortest. They then consolidate this knowledge as they measure and mark their heights on a chart. They thoroughly enjoy baking buns, proudly discussing the ingredients that they are using. They learn independent skills as they find their coats ready for outdoor play, recognise their names on place mats for snack and attempt to open packets and bags in their packed lunches

Children feel safe and secure and this helps them to develop confidence. They regularly practise fire drills so that they know what to do in an emergency and are learning about how to keep themselves safe. Staff promote good hygiene practices, making sure that children wash their hands at appropriate times. They provide healthy snacks and children happily eat their packed lunches. However, lack of plates at lunch time leads to some food being eaten directly from the table. This does not help children learn about the need for hygiene. However, it has a minimal impact on children since the tables are cleaned using antibacterial spray before mealtimes.

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	3
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

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