

# Musbury Moles Pre-School

Inspection report for early years provision

---

**Unique reference number** EY431142  
**Inspection date** 07/12/2011  
**Inspector** Brenda Flewitt

**Setting address** Musbury School, Musbury, AXMINSTER, Devon, EX13 8BB

**Telephone number** 07763173816  
**Email** hotchillifrog@yahoo.co.uk  
**Type of setting** Childcare - Non-Domestic

---

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

Musbury Moles Pre-School was re-registered at these premises in 2011. It is a committee run group, which operates from the Musbury Primary School hall, in Musbury, near Axminster, Devon. The preschool have the use of a self-contained ground floor building, which includes one main room with access to kitchen and toilet facilities. There are various enclosed areas available for outdoor play. The preschool opens five days a week during school term times. Sessions run from 8.30am to 11.30am. The group also offers a toddler group session on Wednesday mornings from 10am to 11.30am. Parents are invited to bring children aged two years and under to share part of the preschool session.

The preschool is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children from the age of two years may attend at any one time, all of whom may be in the early years age group. There are currently seven children on roll in the early years age group. The preschool provides funded early education for three and four-year-old children. There are two members of staff employed to work with the children, both of whom hold a Level 3 Qualification in Childcare and Education. They are supported by a volunteer who is studying towards an early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a small friendly group where they are involved in a broad range of interesting activities, both inside and out, that help them learn through play. Overall, their safety and welfare are fostered well. The positive partnerships with parents contribute to staff knowing children well as individuals and supporting them effectively to make good progress in their development. There are good methods for self-evaluation, which help to identify areas for improvement, and ensure that most requirements are met. Staff update their knowledge through training and share good practice ideas to continue to improve children's experiences.

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

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

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 21/12/2011

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

- Carry out regular evacuation drills so that children know what to expect in a real situation.

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

Overall, staff implement clear policies and procedures to promote children's welfare and safety. They carry out daily checks to provide a safe and secure environment for children to play, both inside and out. Staff have a secure understanding of safeguarding children, which includes recognising signs and symptoms and the procedures to follow if there are concerns. Staff keep their knowledge up to date through training, and existing injuries are recorded as routine. All this helps to protect children from harm. Clear recruitment and induction systems ensure that new staff are checked for their suitability to work with children and are sure of their responsibilities. Most records are in place, completed appropriately and stored confidentially. However, there is no record kept of the risk assessment, which is a requirement.

The small team of staff work well together. They communicate effectively, which results in sessions running smoothly and children settling quickly. Children benefit from being part of a small group, which enables staff to support them well as individuals. There is an extensive range of resources, which staff arrange on a daily basis to enable children to make spontaneous choices from a good selection. Low-level shelving enables children to select alternative resources for themselves. Staff also make good use of local facilities to enhance children's learning as they go for walks in the village. Children learn a positive attitude to people's differences through the good example set by staff as they encourage respect and kindness to all. Children learn about the wider world through planned activities and as they access a good range of resources that reflect a diverse society.

Staff promote positive partnerships with parents. Parents receive clear information about the setting by way of a welcome pack, displays and written policies. Staff make themselves available to share information verbally on a daily basis in order to meet individual needs. Parents have the opportunity to have an active voice in their child's preschool as a member of the management committee. Parents' comments are invited as part of the assessment system, which contributes towards their child's learning and progress. When children attend other settings, staff establish dialogue with other providers to exchange information to effectively support children's overall development.

There are good methods in place to help identify areas for improvement. For example, staff are increasing resources to promote children's role play in the outside environment. Staff actively seek advice from early years advisors, and share ideas for good practice with other settings. Regular staff appraisals help to recognise areas for staff development. By attending training courses, staff continue

to update their knowledge in order to improve children's experiences.

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

Children enjoy their time in preschool, where they play and learn in a friendly, caring atmosphere. Being part of a small group enables children to forge good relationships with staff and one another. Children develop a strong sense of belonging and community. Attending the toddler group helps children gain confidence in starting preschool, as they are already familiar with the building and staff. Children regularly take part in activities with the older children from the reception class. For example, they enjoy a variety of physical play in the school playground, where they meet siblings and friends. Children are confident in the transition when they start school because they are familiar with the people and physical environment. Children behave well. They know what to expect through familiar routines. They take turns and are encouraged to display good manners. Children are keen to help tidy equipment away. They receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem and confidence.

Staff have a good knowledge of the early learning goals and how children learn through play. They plan a broad range of interesting activities, both inside and out, linked to children's interests, learning needs and themes. Ongoing daily planning ensures that children learn according to their own preferences. Children use language well to communicate their needs and organise their play. Children use their imaginations well as they act out real life and imaginary situations, such as caring for 'babies', or enacting family life with the dolls house. Children develop a meaningful sense of number and shape through play and adult-led activities. Children's learning is enhanced through a good variety of outings to nearby venues. For example, they learn about fire safety in the home when they visit the local fire station. Nature walks in the village encourage their observational skills as they hunt for 'treasure' to match pictures on cards. Staff interact positively in children's activities, which provides good support for their overall development. They have developed a clear assessment system that identifies children's achievements and interests, valuing input from parents, carers and the children themselves. Staff use this effectively to plan for children's next steps in their learning.

They learn good procedures for their own personal hygiene. Children make choices in what they eat from healthy options at snack time. They have a variety of fresh fruit, and milk or water to drink. Children are developing practical skills and independence as they prepare the fruit and pour their drinks. They have daily fresh air and exercise as they use various areas of the school grounds. Children learn about aspects of their own safety, such as understanding how to move around sensibly and use tools correctly. For example, they use safety knives to chop fruit and learn how to climb a stepladder carefully when displaying their own artwork. Staff make them aware of road safety and boundaries when on outings. However, children are not clear about what to expect if they must leave the building in an

emergency because they have not been involved in a fire drill.

## 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	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
--	---

### 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