

The Orchard Pre-school and Playgroup

Inspection report for early years provision

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Inspector Julie Wright

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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

The Orchard Pre-School is a committee run group and opened in 1984. It operates from Lustleigh Village Hall. Children have frequent access to outdoor play areas. On a Monday and Tuesday sessions usually operate as a 'nature school' for outdoor learning.

The pre-school is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. They are registered to care for a maximum of 26 children aged from two years and within the early years age range, at any one time. There are currently 22 children on roll. On Monday, Tuesday and Friday the pre-school is open from 9.30am until 1pm and on Wednesday it is open from 9.30am until 2pm, during term time only. Nursery education funding is available for children aged three- and four-years. There are seven staff employed to work with the children, four of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a unique, enabling learning environment and children thrive in their care. Exemplary planning and provision of activities successfully promote all areas of learning for children. Staff have excellent working relationships with parents. This contributes significantly to meeting children's individual needs. Procedures to promote inclusion are mostly effective. Staff reflect on their practice and demonstrate a good capacity for ongoing development.

What steps need to be taken to improve provision further?

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

- extend the opportunities for children to use their home language in their play and for all children to become aware of linguistic diversity.

The effectiveness of leadership and management of the early years provision

Staff implement comprehensive policies and procedures to promote and protect children's welfare. They conduct frequent visual checks and written risk assessments to assess and minimise potential hazards. Routine fire drills enable children to be familiar with emergency actions. Effective monitoring and

supervision arrangements are in place. For example, doors have security keypads and staff maintain a record of visitors. Staff carry whistles so that they can make rapid alert signals if required. All staff attend appropriate safeguarding training and they demonstrate secure awareness of the procedures. Relevant policies are up to date and shared with parents. Robust vetting and recruitment procedures are in place to ensure that staff are suitable to care for children.

There is a strong focus on outdoor play and learning for children. Frequent outdoor play opportunities are available for all children, with two sessions designated as 'nature school'. Staff are skilful in their planning and preparation, which means that children readily engage in play. Accessible resources enable children to make independent choices as they move around. Toys and equipment promote children's interest and learning exceptionally well. Staff promote children's awareness of staying safe and being healthy within activities and routines. They have a successful, positive approach in managing children's behaviour. Suitable arrangements are in place for the provision of snacks and lunches, to meet children's dietary requirements. Opportunities for fresh air and exercise are plentiful. Staff know the children well and take account of their individual interests. They respond promptly to children's ideas and suggestions and promote inclusion, equality and diversity in their practice. They provide some opportunities for children to develop and use home language in their play. Seasonal events and activities help to develop children's awareness of the wider world.

Effective systems to observe, assess and plan for children's individual progress are in place. Parents contribute to records of progress and share children's achievements. They are actively involved in the group as committee members or parent helpers. Staff promote shared learning at home and keep parents very well informed about all events. A wealth of information is available in the welcome pack and on the notice-boards. Parents are included in decision making and the self-evaluation process. They provide highly positive feedback on all aspects of the pre-school provision. Parents commend the staff, range of activities and exemplary outdoor learning. They are extremely happy with their children's learning and development. There are currently no children on roll who require support from other agencies. Relevant policies and procedures are in place and staff have previous experience in partnership working. They are developing links with other settings and providers. Staff continue to attend relevant training to update their knowledge and awareness in childcare. Suitable action plans are in place for staff to work towards a relevant qualification. They evaluate their effectiveness and have a clear vision for future development.

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

Children are highly motivated, competent and keen to learn. They arrive happily, settle well and form close friendships. Children are learning to become independent as they put on their boots and eagerly prepare to play outside. They

are familiar with the routines and show delight in their activities. In each of the outdoor areas, the park, 'nature school' and orchard, children are inquisitive and enthusiastic. They confidently select equipment, such as, binoculars, cameras and magnifying glasses. Children then go off to hunt for small world creatures, in and around their 'Bug Hotel'. They stop, listen and count as the church bell chimes and realise that it is snack time. The willow den provides an exciting place for imaginative play and circle time. Children are exemplary in their understanding and awareness of the natural world and their surroundings.

Children become aware of safety throughout all activities. They learn to be careful and to consider risks. Children behave exceptionally well, they understand the rules and stringent boundaries. For example, they stay close to staff and follow instructions carefully when they are near the stream. Innovative ideas extend children's interest and learning. As an example, they learn about clouds, measure rainfall and consider the impact on the level and flow of water. Books and writing materials are readily available to support learning. Children listen intently to stories and study pictures. To link with the topic of 'Cezanne's birthday' children look at artistic examples. They investigate fresh fruits and pine cones and attempt to draw and create their own interpretations.

Children thoroughly enjoy physical play and use the park equipment with competence. They skilfully manoeuvre wheeled toys around and readily join in action games. For example, in the hall they play parachute games and cooperate extremely well. They negotiate, take turns and understand the need to share. Children become aware of differing needs and develop respect for others. Positive attitudes and high levels of self-esteem are evident in children. They show great pleasure in their achievements and are eager to share their discoveries. Problem-solving, reasoning and numeracy skills develop well as children play. They weigh, measure and calculate in a variety of activities. In the garden they dig in the soil to find 'ladybird stones' and count the spots. Children plant and grow produce, which links to their awareness of healthy foods and origins. They follow suitable hygiene routines and make good progress in their personal care.

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	3
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

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