

Ermington Pre School

Inspection report for early years provision

Unique reference number	EY368891
Inspection date	11/01/2012
Inspector	Jan Healy
Setting address	Ermington Primary School, School Road, Ermington, Ivybridge, Devon, PL21 9NH
Telephone number	0777 171 2597
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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

Ermington Pre-School Unit registered in 1969. It currently runs under a new registration completed in 2008, from self-contained premises within the school grounds. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 20 children in the early years age group at any one time. Currently there are 32 children on roll. The pre-school receives funding for children aged three and four years. The pre-school supports children who have special educational needs and/or disabilities and for those who learn English as an additional language. The pre-school operates each week day from 8.45am until 3.15pm during term time. The pre-school is managed by a voluntary committee, which employs six members of staff, all of whom are part-time and hold a relevant qualification. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are making strong progress in their learning and development, as the staff recognise the uniqueness of all children. The majority of activities are interesting and challenging, which helps the children make continual progression well. Safeguarding is given utmost priority, ensuring the children's welfare and happiness. Steps are taken to help the children's understanding of differences in the society in which they live, even in this predominantly single culture setting. Partnerships with parents and other providers who deliver the Early Years Foundation Stage are used to promote good quality education and care. A successful method of self-evaluation aids the staff to maintain good continuous improvements.

What steps need to be taken to improve provision further?

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

- develop story time planning, so all children listen with enjoyment
- further encourage children to try writing and making marks for different purposes, such as during role-play.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected, as the staff demonstrate a good level of commitment to promoting their safety. Staff knowledge of safeguarding is robust and there is a clear written policy in place. This is shared with both the staff and parents, so all are fully aware of the procedure that will follow in the event that a

concern is witnessed. Staff know the children in their care very well, so are swiftly able to recognise a significant change in their behaviour or appearance.

Recruitment procedures are effectively managed with relevant checks being made to determine staff suitability to work with young children.

The manager embeds ambition and drives improvement, as she communicates high expectations to her staff, resulting in them continuing their learning and updating their knowledge. Morale is high and the staff are good role models which the children emulate, making for a happy and secure environment.

Staff promote equality and diversity well, as they have good knowledge and understanding about all the children's individual needs, enabling staff to plan for children's continual learning. Both the girls and the boys have equal access to all resources available. Children are becoming curious about their own as well as other cultures, which they explore through visits to their local church as well as through the celebrating of various festivals.

Staff continually make improvements through a successful method of self-evaluation. This evaluation includes the views and opinions of all the children, parents and staff. This system contributes to having a positive impact on the quality of the care and education provided; consequently, outcomes for children are improving. Management has high expectations of staff, who bring new and exciting ideas to the nursery.

Toys and resources are of high quality and are fit for purpose. They are suitable for all children and kept within easy reach, enabling them to self-select items of their choice, so children enjoy their play. The playroom is warm, child friendly and is conducive to learning. A fully enclosed outdoor play area allows the children to participate in safe physical play. Staff share a positive relationship with the parents, which is advantageous, as together they share information about what they know about the children. This partnership then allows the staff to plan for children's interests and they keep each other up to date about the progress they are making in their learning. The parents speak positively about the staff and the effort they make to build a rapport with them. Newsletters keep the parents up to date about forthcoming events and parents are welcome to act as volunteers. Partnerships with other providers who deliver the Early Years Foundation Stage make a strong contribution to the children's achievement and well-being. A strong relationship is also shared with the local community, including the church, a nursing home and through participation in the annual village fair.

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

Children and staff share a good relationship, therefore, the children feel secure and have a sense of belonging. The majority of well organised routines help children settle swiftly and they display confidence in the company of the staff. Story time, however, is not so well planned, so some children are inattentive and do not listen with enjoyment.

The children are making good progress in their learning and development, as the staff provide a good quality learning environment both indoors and outdoors. An interesting and well-equipped playroom successfully reflects the children's backgrounds as well as the wider community. Staff are deployed well, which

enables them to support the children's learning and welfare. Planning of activities is of generally good quality to ensure all children are usually suitably challenged by the experiences provided. During play, the children show initiative, such as requesting the staff for particular colours of paint when participating in art activities. They cooperate with their friends when building with blocks by helping to arrange these according to size. Children are developing their personal qualities that enable them to take responsibility for small tasks, including the tidying away of their toys after play. Children demonstrate a clear understanding about how to stay safe when playing in the garden, such as avoiding bumping into each other when riding wheeled toys.

Children play independently as well as with their friends, whilst learning to cooperate and to wait their turn. The children apply their number skills competently during counting songs and rhymes. Overall, they use their growing literacy and communication skills well, although staff do not always encourage children to use their early writing across activities. Children have easy access to laptops which they happily switch on without the help of an adult, and they are learning to use the computer mouse with increasing accuracy. The children are learning to adopt a healthy lifestyle well, as they are taught about the importance of maintaining their own personal health. Good routines are in place to help prevent the spread of cross-infection, for example, during nappy changing. Physical play takes place in the fully enclosed outdoor play area. Walks are taken through a local nature trail as well as around the local community. Staff make good use of such opportunities to teach the children about the benefits of exercise.

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	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
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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