

Diptford Preschool

Inspection report for early years provision

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Inspector	Anne-Marie Moyse

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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*.

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Description of the setting

Diptford Pre-School, near Totnes, Devon, was registered in 2006 and moved to the Diptford Primary School site in 2011. It is managed by a voluntary committee. It operates from a school classroom, which is shared with the school reception and year one class. The pre-school has access to the school facilities, which include a fully enclosed outside area. It joins with the school to access the forest school area each week.

The pre-school is registered on the Early Years Register to care for eight children aged from three to five years. The pre-school operates each Friday, from 8.50am to 3.20pm during term-time only. It takes children to the local parish hall for their lunch. At present, there are eight children on roll. The pre-school receives funding for early education for three and four-year-olds.

Two staff work with the children. Both hold appropriate level 3 childcare qualifications and one also has a level 4 qualification. At times a qualified teacher works with the children. The pre-school works very closely with staff from Diptford Primary School.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making good progress in their learning and development and benefit from accessing the interesting activities and resources in the school environment. However, some routine activities are not organised fully effectively. Staff know each child well and effectively support their unique needs. The committee are updating and reviewing all documentation but currently some key documents are not available for inspection. Most areas of the pre-school are safe although there are some minor hazards. Staff work in partnership with parents but do not involve them fully in their children's learning. The pre-school has started to review and evaluate the provision and shows an appropriate capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that records are easily accessible and available for inspection by Ofsted (Documentation) 03/02/2012

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

- involve parents further in their children's learning and development, for example by agreeing the next steps in their learning with staff
- constantly reappraise the environment, resources and activities to which children are being exposed and make necessary adjustments to secure their safety at all times
- develop further systems to maintain a regular two-way flow of information with other providers to promote a shared approach to children's learning
- reduce incidents of frustration by reviewing the organisation of routine activities such as snack time.

The effectiveness of leadership and management of the early years provision

The pre-school has a satisfactory approach to safeguarding children's welfare. The manager has attended safeguarding training and has an appropriate understanding of how to protect children. Staff are all vetted and are well qualified to provide suitable and inclusive care for each child. The committee are currently reviewing all the policies and procedures to reflect a consistency with the school policies and to provide guidance for the staff. However, some of the regulatory documents are not readily available, which is a legal requirement. For example, a clearly defined fire evacuation procedure specific to the new premises and recent accident records were not available for inspection. However, the impact on children's safety is minimal due to the staff's clear understanding of the fire procedures and the fact that clear procedures are in place to record accidents. Staff generally supervise children effectively and overall, the premises are safe and secure. However, the position of the number line in the outdoor area means that children run into it and could hurt themselves. Children benefit from a well-resourced environment and thoroughly enjoy using the outdoor play spaces. They make independent decisions about what to do, accessing the resources on offer and finding a space to play, although this is sometimes difficult. Staff are generally well-deployed and effective although they do not always organise routine activities well. Some activities, such as cutting cucumbers for snack and sorting out who will walk with which child, take too long. This results in some children becoming restless and frustrated.

Children learn about equality and diversity through planned activities such as festivals and celebrations. They also use a varied range of resources which reflect other cultures and their own local community. A wide range of books, which reflect other cultures and are in dual languages, help them to learn about differences of others. Planned activities, such as Chinese New Year, extend children's understanding of others, as they cut and draw with red paper. Outside they march and move with instruments, pretending to follow the Chinese dragon.

Staff interact with children effectively. Due to the very small numbers attending they have a good understanding of their individual needs and personalities. Parents of the children attending form the management group and they are involved in the aims and direction of the group. They are kept informed of their children's progress through informal discussions with the staff and by looking at their children's learning journals. However, staff do not consistently agree

children's 'next steps' in their learning with parents to fully involve them in their learning or share this information with other Early Years Foundation Stage providers. This does not promote consistency between all the settings that children attend. There are strong links with Diptford Primary school which enables careful joint planning for children's transition. The pre-school is keen to drive improvements and is seeking support from the local authority in order to further evaluate and develop the provision for children.

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

Children are making good progress in their learning and development and developing good skills for the future, despite the weaknesses in some areas of the leadership and management. They benefit from the low numbers and high adult attention and the freedom to choose where to play and learn. They also benefit from regular input from a qualified teacher and joint activities with the reception class are lively and exciting. Children are highly motivated and engaged in their play, especially the boys. The regular forest school activities provide children with stimulation and freedom to think, solving problems and taking measured risks under the guiding eye of the qualified teacher and staff. They visit the forest school every week and learn to take responsibility for their own safety in this environment. They know that they have to stop and respond to the safety calls. They learn to use sharp tools, such as saws and loppers, safely to cut the logs to the right size to make a shelter. Under close supervision, they learn to light small fires using a fire-lighting flint, and show high levels of pride when they are successful.

Good co-operation and communication skills are fostered as children have to solve the problem of how they can move a large branch up the hill to the camp. They negotiate well and begin to organise themselves, learning to pull together on the rope and using a range of physical skills and muscles to move the heavy branch. Children balance and climb, exploring the natural environment, excitedly discovering a patch of snowdrops. Others cut and find materials to make a house for the ladybirds and the ants, sitting and concentrating for long times, engrossed in their own imaginary world. The teacher checks that children remain warm, getting them to move and jump around so they can feel the difference in their bodies as they become active.

As they walk children use their senses to listen, feel and touch the natural environment. Their imagination is stimulated as they pass through the 'magic gate', talking and developing their own ideas of what they may find. They know to listen and look for cars as they cross the road. Back at the school, they follow good hygiene routines as they wash their hands. They learn about healthy eating as they have snacks of fresh fruits and vegetables. They sit together socially, and wait for the snack to be prepared with them. They take turns at cutting their own cucumber and pour their own drinks. They comment on their preferences and extend their tastes as they try celery, learning about healthy options. They put their dirty cups and plates in the sink and help to wash up, promoting their sense

of responsibility and good hygiene routines.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
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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