

# Pearsons Pre-School

Inspection report for early years provision

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**Inspection date** 24/01/2012  
**Inspector** Dawn Biggers

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Devon, TQ7 3NB  
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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

Pearsons Pre-School opened in 1999. It operates from a separate building within the grounds of Thurlestone village school in Kingsbridge, Devon. Children have access to an enclosed outdoor area. The pre-school is run by a committee.

The pre-school is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children may attend the pre-school at any one time. There are currently 26 children on roll. The pre-school receives funding for the provision of free early education for children aged three and four years old. The nursery also cares for children who have learning difficulties and disabilities, and children who have English as an additional language. The pre-school opens Monday to Friday from 8.30am to 3.30pm, term time only. It also runs an early morning club on a Monday to Wednesday from 8.30am to 9.30am.

There are four members of staff who work with the children, of whom three hold early years qualification to level two and three. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make exceptional progress in their learning and development within a very safe, secure, calm and vibrant environment. They thrive because staff establish exemplary relationships with the children, and are highly skilled and very knowledgeable about their progress. Excellent relationships with parents, partnerships, and efficient assessments arrangements enable children's individual needs to be very well met overall. The nursery's extensive monitoring and very high level of commitment to improvement ensures excellent outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- improving excellent standards of childcare through continually refining the system of assessment

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

Children are highly protected as there are very robust systems in place to ensure the continued suitability of staff. The premises are very secure and visitors are carefully monitored. Management ensures that extensive risk assessments are routinely conducted. These are regularly reviewed and any hazards dealt with promptly to help ensure children's welfare is highly maintained. Therefore, excellent safety measures are implemented. Comprehensive safeguarding policies are understood and consistently used to enable staff to help protect children through collaborative working with key agencies. Staff's safeguarding knowledge is exceptionally good. Therefore, they are very clear of their roles and responsibilities in effectively protecting children.

The pre-school's exceptional vision and evaluation of its practice is not only logged but demonstrated within the day-to-day operations. For example, home visits have been introduced and more detailed information is gathered from the beginning in 'my story'. This has significantly enhanced the very effective settling in processes, support and knowledge of children's individual needs. Through very skilful planning, the new purpose-built premises has been organised very effectively to provide children with a rich learning environment and this contributes to their excellent experiences and progress. Staff are very effectively supported in their professional development. Consequently the team are highly skilled, motivated and valued.

The partnership with parents is exceptional as excellent relationships are established from the start. This includes flexible settling-in procedures which cater superbly for each child's individual needs, and include a home visit, where they obtain very detailed information. Staff are highly committed to involving parents in their children's learning. Therefore, displayed activities, use of a 'link book', and parent's evenings regularly provide extensive information about the Early Years Foundation Stage and children's progress. Parents are very positive about the environment saying this is 'very well planned' and state there is 'excellent communication with the staff'. There are highly effective systems in place to ensure that partnerships with other professionals support children very well. Therefore, there is sensitive early intervention extensive planning and excellent communication to ensure children's individual needs are met extremely well. This includes very effective liaison before and during transitions to school.

Children enthusiastically explore as they have excellent access to an extensive range of high-quality toys and resources. The child orientated environment is extremely welcoming, for instance this is richly displayed with their ideas and work. Children frequently experiment and demonstrate great imagination as they move freely between the indoors and outside. Children develop very positive attitudes to diversity as an extensive range of activities, resources, displays and celebrations are frequently included and part of the daily discussion. Therefore, they have wonderful experiences such as trying foods from around the world, listening to music, engaging in dances and make craft items. Very effective support has also included using an interpreter, to ensure parents and children are included

in all aspects of the provision.

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

Highly effective planning and excellent organisation means children are extensively challenged. This contributes to their excellent progress and high levels of enthusiasm and confidence. Very detailed assessments are recorded using meaningful observations, photographs and examples of their work in each child's 'story' and 'picture book'. These very effectively track children's progress. Staff are very knowledgeable about children's next steps and this information informs the future planning. However, there is some minor refining needed of these within the record of direct observations. Staff take the lead extremely well from children's interests, such as including a 'space' theme. This extends further to include an excellent range of role play and art activities. Staff very skilfully know when to observe or engage. They use excellent conversations and questions, encouraging them to think, experiment and solve problems. Therefore, children's play is significantly extended as staff inject ideas or suggest additional resources. For example, after building a train track a child decides what they can use to make a bridge and identifies which vehicles will fit under this. The activity further flows as they use their excellent imagination to design a city from the wooden block. They very confidently cut out windows from the paper and attach these with tape. Another child is inspired by this and adds their contribution by drawing people for the windows.

Children make significant progress in their learning. They flourish showing high levels of concentration and enthusiasm and have extremely positive attitudes to learning. They show excellent letter and sound recognition, finding their name to self-register for snack time and freely mark their arrival on the white board. Excellent engagement with peers means they take turns to listen and identify sounds from a tape. Children very eagerly solve problems, for example, they decide to move the game to a larger table to make more space. Children are extremely happy and independent. They make decisions about what materials to use for the dragon's face. They spontaneously count the number of teeth they have added. Children have numerous opportunities to experiment, for instance they put the tractor on the scales and try to make this balance with the weights. Children are superbly included as staff use sign language, photographs and pictures of the routine to enable them to fully engage. Inventive activities have included using water bottles to encourage all children's excellent participation in making marks outside.

Children's behaviour is exemplary as they are familiar with the routine and learn about expectations within the pre-school. Staff are excellent role models and superbly praise children and recognise their achievements. Therefore, they have extremely high levels of self-esteem and are very cooperative. Children develop an exceptional awareness of safety measures. For instance daily activities mean they take turns to carry out risk assessments of the play area. They wear a fluorescent jacket, hard hat and identify potential hazards. Excellent supervision enables

children to use tools independently such as a knife during snack time. Children learn about healthy lifestyles as they engage in excellent hygiene practises such as washing their hands and refer to the displayed posters. Visits from the nurse heighten their awareness further as they engage in an experiment to see how germs spread. Children explore their body movements through a plentiful range of highly energising activities and enjoy extensive physical exercise and fresh air. Children demonstrate very good confidence and control whilst using the hoops and manoeuvre the tricycles and larger equipment.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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