

Sallywags Pre-School (Halwill)

Inspection report for early years provision

Unique reference number	106369
Inspection date	30/01/2012
Inspector	Heather Morgan
Setting address	The Parish Hall, Halwill Junction, BEAWORTHY, Devon, EX21 5XR
Telephone number	01409 220055 or 07968 743 965
Email	
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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

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

Scallywags Pre-school is a committee-run pre-school, which operates from the Parish Hall at Halwill Junction in Devon. It first opened in 1980. The pre-school has the use of the main hall, and a smaller room. There are also toilet facilities and a large kitchen. The adjoining community play area is used for outdoor play.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It provides care for up to 26 children aged between two and the end of the early years age range, at any one time. It is open on Mondays to Thursdays during school term times between 9.15am and 12.15pm. A lunch club operates between 12.15pm and 12.45 pm on Mondays and between 12.15pm and 1.10pm on Wednesdays. There is an afternoon session on Mondays between 12.45pm and 3.15pm.

There are currently 19 children on roll. The pre-school receives funding for the provision of free early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The pre-school employs four members of staff, three of whom hold an appropriate childcare qualification at level three. The fourth member of staff is working towards a qualification at level four.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic staff team work together extremely well to provide a rich, imaginative and stimulating range of activities that effectively promote children's progress and development. Overall, they make excellent use of the premises and resources to capture children's interest and encourage their independent learning. There is a superb commitment to continuous improvement and use highly effective evaluation of their practice to drive improvement. This enables each child to achieve their full potential. Excellent procedures are in place to keep children safe and develop their awareness of safety.

What steps need to be taken to improve provision further?

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

- consider developing further the opportunities for children to make independent choices about their learning in the outdoor environment throughout the year

The effectiveness of leadership and management of the early years provision

Very clear and comprehensive policies and procedures are in place that highlight the pre-school's role in keeping children safe. Staff are very well informed about safeguarding issues and supported extremely well by designated officers in the event of any concerns. Robust recruitment and vetting procedures are implemented rigorously to assess the suitability of all adults working with the children. Thorough risk assessment is used so that children are kept safe in the shared premises and communal outdoor play area.

Children make excellent progress in their learning and development because staff deliver a wide range of stimulating activities, based on what they know about children's interests and abilities. Rigorous assessment enables staff to track children's progress and identify what they need to learn next. The sensitive and highly skilled staff team successfully support children's independent play choices. This is through encouraging them to work problems out for themselves and learn new skills. Meticulously detailed records of children's achievements are regularly shared with parents, who contribute useful information about children's learning and interests at home. This enables staff to focus their planning and build on what children already know and can do.

There is an exceptionally strong commitment to continuous improvement, which is achieved through critical reflection on their practice. Therefore, staff identify very clearly what they do well and where they can make further improvements. Consequently, staff attend focused training courses to support them in making significant improvements in specific areas. For example, they have enhanced children's language experiences by introducing storytelling and music activities. Staff highly value the views of others and canvass the opinion of parents, children and other professionals to ensure they are meeting the children's individual needs. The excellent support of a dedicated committee and the strong leadership of the play leader enables everyone to work very well together for the benefit of the children.

The pre-school is well-resourced and the equipment is maintained in excellent order. Despite the fact that the pre-school operates from shared premises, a wide selection of resources is made available to the children at each session. Equality and diversity is actively promoted extremely well, staff enable all children to have equal access to all opportunities and resources. For example, staff are developing pictorial prompts to assist all children in requesting additional resources that are stored in the cupboard. Staff work hard to provide outdoor play opportunities for the children whenever possible. Their risk assessments have identified that they are not able to safely offer children the opportunity to make independent choices about playing outdoors.

Staff acknowledge the different learning styles and interests of the children attending. They have significantly enhanced their resources to encourage boys to engage in more imaginative games. This is through providing castles, knights, road and rail equipment. They also adapt activities for the younger children attending and incorporate small group times within the sessions. Consequently all children are supported exceedingly well in their progress and development.

There are extremely effective partnerships with parents. They are very well informed about the activities and policies of the pre-school and particularly appreciate information being made available electronically. Their views are regularly canvassed and they feel very involved as they have excellent opportunities to share information about their children's interests and learning experiences at home. They also highly value the opportunity to observe their children at pre-school when they help on the parent rota. There are valuable, established partnerships with other professionals, the local school and other early years providers. Excellent communication enables effective continuity of care and smooth transition to school.

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

Children have a great awareness of their physical needs and independently choose activities throughout the day. This enables them to run around and be physically active before settling down to quieter activities. They help themselves to drinks of water when they are thirsty and enjoy healthy meals and snacks throughout the day.

Children clearly understand the importance of safety rules and routines. They know that they cannot play outside until a member of staff has roped off the play area to prevent cars from accessing it. They remind each other of rules, such as only having two children in the tent at any one time. Children's behaviour is exemplary. They play really well together, often choosing to play with a particular friend or welcoming other children to their play. They listen to each others' ideas and seek solutions together. For example, two children work closely together to construct a bridge that is both stable and attractive.

Children participate in activities that help them learn about diversity. There is also a strong sense of community within the pre-school. Many of the children meet at the village toddler group and make the transition to pre-school and school together. They regularly go out and about within their local community to visit the shop, post office, school and park. They are highly motivated to engage in activities because they are carefully designed to reflect their interests at pre-school and at home. For example, they enjoy finding out more about a popular television character and learning simple Spanish words.

Children are extremely confident and very articulate. They enthusiastically engage in the many rich activities on offer, which sustain their interest well. Consequently

they focus well and achieve high levels of involvement. Children sometimes persist with activities for very long periods, such as playing with the dolls' house for over half an hour. In addition to making confident, independent choices in their play, they are equally enthusiastic about participating in adult-led activities. For example, they enjoy drawing pictures in their news book and engaging in lively conversation with staff about what they have been doing over the weekend. They use language well to describe what they are doing and share ideas with others. For example, they describe their imaginative play, saying 'I'm sleep walking' as they try to walk around the hall with their eyes closed.

Children use numbers confidently as they count how many children are in their circle group and sing number rhymes. They are effectively encouraged to work things out for themselves. Such as how to construct a marble run so that the marbles can run freely from the top to the bottom. They use a computer confidently, demonstrating excellent coordination and control as they move the mouse to 'paint' pictures. Children develop their physical skills both indoors and outdoors as they carefully manoeuvre wheeled toys indoors and practise climbing and balancing on the outdoor equipment. They enthusiastically explore different materials, such as squirting water outside to create patterns and shapes.

Overall, children make excellent progress in their learning and development. They are inquisitive and independent and are acquiring excellent skills for their future learning.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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

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
--	-----