

Berrynarbor Pre-School

Inspection report for early years provision

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Inspector

Marilyn Joy

Setting address

Manor Hall, Berrynarbor, Ilfracombe, Devon, EX34 9SE

Telephone number

0780 709 3644 or 07870 271 624

Email

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

Berrynarbor Pre-school opened in 1984. It is managed by a voluntary committee and is situated in the village of Berrynarbor between Ilfracombe and Coombe Martin, in North Devon. The pre-school meets in the village hall and has the use of an enclosed outdoor play area. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It is registered to provide care for a maximum of 14 children aged from three years to the end of the early years age group. There are currently 13 children on roll.

The pre-school supports children with special educational needs and/or disabilities. It is registered to receive funding for the provision of free nursery education for children aged three and four years. It opens Monday to Friday from 9am until 12.30pm term time only. On Monday and Wednesday the sessions run from 9am to 3pm. There are three members of staff working with children, all of whom are qualified. There is one member of staff who holds Early Years Professional Status, one who holds Qualified Teacher Status and one who holds a qualification at level 3. The pre-school also receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in a challenging and inviting learning environment where their individuality is valued. Generally, children's health, safety and welfare are effectively catered for and they make good progress overall in their learning and development. Highly positive relationships develop with parents and, overall, a comprehensive range of information is effectively exchanged. High expectations and appropriately rigorous monitoring contribute towards continual improvement and identification of most areas for further development. The pre-school demonstrates a clear capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop food hygiene routines further by encouraging children to use tools to serve their snack and extend their independence skills by pouring their own drinks
- develop further the information gathered from parents to identify what children can do and their starting point for learning to help with planning their next step when they first attend.

The effectiveness of leadership and management of the early years provision

The pre-school effectively keeps children safe and protects them from harm. Staff and management have a clear understanding of child protection issues and know what to do if they have concerns about a child in their care. The pre-school implements effective policies and procedures, which underpin the daily practice. It completes comprehensive risk assessments and introduces effective measures to maintain the safety of the premises. Most of the required documentation is in place and maintained to a high standard.

Management and staff have high expectations for the pre-school and work hard to improve the provision. Rigorous and varied self-evaluation processes engage the views of parents and staff, as well as feedback from the local authority.

Recommendations raised at the last inspection and through the local authority quality assurance scheme have been fully addressed. This has improved outcomes for children. For example, the pre-school have made changes to the organisation of group activities and behaviour management strategies, which help children understand what is expected and behave well. Management positively encourage the professional development of staff. The pre-school have increased resources and activities to raise children's awareness of the wider society and the world around them. As a result, staff promote equality and diversity well. Overall, children are making good progress and they thoroughly enjoy their time at the pre-school. Resources and activities are varied and easily accessible. Displays of children's work and the topics they are covering decorate the walls to create a very welcoming environment. Children achieve well because of the environment they are in and the dedicated support they receive.

Management and staff create positive relationships with parents. They provide them with a good range of information to make sure they are fully aware of the care their children receive and the progress they are making. Staff gather information from parents when they first attend which helps them to meet children's individual needs. However, they focus on interests, likes and dislikes. This means they do not have clear information about what they can do to help them plan their progression as soon as they attend. Parents comment on how much their child enjoys attending and how valuable it is having good channels of communication with staff. Overall, staff liaise successfully with other agencies and settings children attend. This helps them to achieve continuity in supporting their learning. The pre-school is currently working with the school to support children's transition into school.

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

Children arrive confidently and enthusiastically at the pre-school. They choose what they want to do and quickly settle. Some decide they want to dress up. They develop their own storylines, pretending to princesses going to a ball while others pretend to be firemen. Children have space to develop their own ideas and staff are always ready to join in and extend them. For example, they find a hose they

can use when pretending to put out the fire and help another child solve the problem of how to make a pirate's eye patch. Staff effectively promote children's communication skills as they encourage them to talk through problems, to contribute at circle time and engage in relaxed conversations. Children who are still developing language are familiar with the picture clues displayed on the wall. They point to particular cards to show staff what they want. Staff place a strong emphasis on encouraging children's personal, social and emotional development. They develop strategies to suit individual children and work consistently to help them understand what is expected and behave well. Children relish the praise and encouragement they receive and the boost it gives their self-esteem.

Children experience a broad range of exciting activities. They grow their own strawberries, make a dragon for Chinese New Year and construct with gutters, tubes and bricks. They enjoy sharing books and acting out stories. Themes are planned throughout the year to focus children's learning and introduce different experiences and new ideas. For example, they learn about their senses. They go for nature walks and identify the birds they can see and hear. They explore different textures and talk about having kind hands. Staff organise themes well incorporating activities that encourage children's learning in all areas. They regularly record observations of children's experiences and achievements, and use this information to plan effectively for their progression. Each child has their own progress folder, which provides a colourful account of their time at the pre-school. Children make good progress in all areas and become well-equipped with the skills they need for future learning. They are enthusiastic, curious and interested.

Children receive good encouragement to adopt a healthy lifestyle. They enjoy healthy foods at snack time and parents are encouraged to provide nutritious foods for lunch club. Children understand that they need to wash their hands before snack to get rid of germs. However, they are not always encouraged to become more independent and pour their own drinks. In addition, they are not encouraged to use spoons when helping themselves to fruit in order to reduce the risk of cross-infection. Children have good opportunities to engage in a range of physical activities and enjoy plenty of fresh air as they move freely between indoors and outdoors. They gain increasing control over their bodies as they expertly manoeuvre the wheeled toys and use a range of tools and equipment. Children learn about keeping themselves safe. Staff effectively explain that they need to wheel scooters down the slope instead of riding them and to be careful of each other when sitting at circle time. Children demonstrate a strong sense of belonging and security within the pre-school. They benefit from good quality support and build extremely positive relationships with staff.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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