

Modbury Pre-School

Inspection report for early years provision

Unique reference number

EY334684

Inspection date

27/04/2012

Inspector

David Hogg

Setting address

Modbury Primary School, Barrack Road, Modbury,
IVYBRIDGE, Devon, PL21 0RB

Telephone number

01548 831477

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

Modbury Pre-School was registered in April 2006. It occupies self-contained premises at Modbury Primary School, which is situated in the centre of the village. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Registers and is registered to care for a maximum of 20 children aged from two to five years at any one time. There are 44 children from the village and surrounding area on roll who attend a variety of sessions. Overnight care is not included. The setting supports children with special educational needs and/or disabilities. The pre-school is open every day during term time, from 9.00am-3.30pm and has sole use of a secure outdoor play area. The pre-school is run by a voluntary committee who employ seven members of staff. The manager has early years professional status and a BA in Early Childhood Studies. One deputy is a qualified teacher, four members of staff are qualified to National Vocational Qualification (NVQ) Level 3 in Child and Early Years Care, and the other member of staff holds a NVQ Level 2 and is working towards Level 3 qualification. The setting is in receipt of funding for free early years education for 38 three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Modbury Pre-School is a good setting that recognises the needs of each child and provides an inclusive and supportive environment in which children can thrive. The pre-school promotes the welfare of the children very well, and, alongside outstanding safeguarding procedures, ensures that children are cared for and well looked after. The planning of activities is generally good, with a clear focus on learning, and is mostly tailored to the specific needs of individual children. Very good relationships between the children and the adults are another strong feature of Modbury Pre-School. There is a clear determination amongst all the staff to further improve the provision and outcomes for the children in their care, and there is a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- tailor the planning of learning opportunities even more closely to the individual needs of children of different abilities in order to further personalise each child's learning
- develop the outdoor area to provide children with a wider range of interesting and engaging activities that promote good learning

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are outstanding and the pre-school supports children with a wide range of needs as they develop and grow. All staff have an excellent awareness and understanding of child protection procedures. Policies are exemplary and form a framework within which practices ensure the safety of the children. The manager has developed excellent links with outside agencies and other providers to ensure the necessary support is available when needed. Day-to-day routines are effectively managed and a good range of resources are available that interest and engage the children. The setting has now moved to its new building and the space afforded is used effectively and creatively to provide the children with a good range of interesting activities to engage in. The outdoor facilities are more limited but provide the children with a safe space with some interesting activities to enjoy. Development of the garden space has been identified by the leadership team as a priority to enhance the learning opportunities for the children. Leadership and management are good. The pre-school leaders have demonstrated clear ambition to improve the provision and outcomes for the children, alongside the necessary skills to deal with the changes to the setting. The staff work closely together to review the overall effectiveness of the activities to engage the children. This is well established and allows the team to successfully review the impact of specific learning activities. As a result, the leaders effectively refine and focus planning to meet the learning needs of groups of different children. However, the manager and other leaders recognise the need to further enhance the personalisation of learning to develop the effectiveness of the provision and further improve the outcomes for all children. The engagement with parents and carers is excellent. A newsletter gives parents information about what is happening at the setting and termly meetings with staff give parents and carers good information on how their child is progressing. Support for children with special educational needs and/or disabilities is a strong feature of the pre-school and these children progress as well as their peers as a result. Consequently all children are fully integrated and involved in the activities on offer and enjoy equality of opportunity. The leaders strive to access any additional support and training to ensure all children have equal opportunities to have fun and make progress. Transition links with the local primary school are strong and the pre-school shares information about the children's progress with reception teachers, so allowing excellent continuity and progression between settings.

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

The children enjoy being at the pre-school and feel very safe and looked after. They enjoy a wide range of stimulating and engaging learning activities that promote good progress in all areas of learning. Children are given free choice of adult-led and independent tasks to follow. They demonstrate a good interest in the world around them, for example looking closely and carefully at ants on the decking outside the building. Staff are deployed well. They observe, monitor,

assess and record the progress of the children carefully. These records are quickly added to the learning profiles of the children along with photographic records of some of the activities. These learning journals are detailed and, along with a tracking system, allow staff to monitor the progress that the children make over time. The activities are planned by drawing on the children's interests. A recent example involved one child making treasure maps at the literacy table. The child then rolled it up and taped it together in a telescope shape. The child said, 'I am going to find treasure now with my treasure map'. From this observation a pirate/treasure activity was planned for the following week. The children made treasure maps of the adventure play area outside after hiding some 'treasure'. The activities are well planned with a clear focus on learning. This planning is detailed and ensures that children of all abilities are fully involved and as a result make at least good progress in their learning. The children develop good skills for the future as they work co-operatively together and demonstrate good communication skills when speaking to adults. Many children demonstrate good understanding of numbers up to 10. Children have a free choice as to whether they engage with activities outside or indoors. They can choose to use the small world resources for individual play or play with friends or the supporting adults. One child thoroughly enjoyed investigating how a water wheel worked, smiling with great delight when watching what happens when water ran through it and investigating floating and sinking using a range of objects. The pre-school makes good use of the outdoor resources it shares with the primary school and the children are keen to play on this larger climbing and adventure equipment. Adults encourage the children to make healthy choices at snack and meal times. Some children eat hot nutritious meals provided by the school while others have healthy packed lunches. The children have independent access to water at all times. They behave particularly well, show thoughtfulness and care for others and have excellent social skills, taking turns with play equipment. The children know the routines of the setting very well and actively involve themselves in tidying up. The pre-school provides a range of exciting activities to involve the children with their local community and the wider world around them. Children enjoyed a visit from the police, who showed them one of the patrol cars. Another visitor brought in a snake which caused great excitement. Children learn about a range of other cultures and backgrounds. A celebration of Chinese New Year fascinated the children who continued to talk about the events afterwards. Modbury Pre-School ensures the diverse needs of the children are valued and nurtured and that they are well prepared for the next stage of their education.

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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
--	---

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	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	2

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