

# Moretonhampstead Pre-School

Inspection report for early years provision

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**Unique reference number**

EY440306

**Inspection date**

01/06/2012

**Inspector**

Sally Hall

**Setting address**

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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**

Moretonhampstead Pre-School registered in 2011 to provide a Friday session at Moretonhampstead Primary School. The pre-school is a committee run group, which also operates from the parish hall in Moretonhampstead where they registered in 1968. The pre-school is registered on the Early Years Register. Staff may care for up to 16 children from the age of three years to the end of the early years age group, when operating at the school site. There are currently 15 children on roll in this age range. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. The session runs each Friday morning in term time, from 9am to 12 noon. Children are accommodated in the reception class of the school with access to a secure outside play area. The staff support children with special educational needs and/or disabilities, and children with English as an additional language. There are two members of staff working with the children at the school, both of whom have recognised childcare qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and secure because staff work well together and have a good understanding of the Early Years Foundation Stage. Staff work closely with the reception teacher to plan and deliver a range of interesting and varied activities that effectively support the children's learning and development. Good communication between staff and parents ensures continuity of care. Policies and procedures are implemented successfully to keep children safe and meet their individual needs. Staff have a strong commitment to continuous improvement. However, they have yet to fully develop systems of self-evaluation to identify all the pre-school's strengths and areas for their own development.

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

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

- develop fully systems of self-evaluation to identify more of the pre-school's strengths and areas for development.

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

Children are cared for by staff who work well together and are clear about their roles and responsibilities. They undertake planning with the reception teacher. Staff complete regular observations and assessments on the progress children are

making. Staff use the information effectively to support children in their next steps of learning. Children quickly settle on arrival and are supervised extremely well at all times while being able to choose where they wish to play. Security within the school is a high priority. The pre-school staff complete their own risk assessments, which they regularly review. They have policies and procedures in place to ensure children are safe at all times while in the school and when returning to the parish hall. Staff discuss safety procedures with the children before leaving the school and they form a walking bus by holding on to a rope. Staff complete safeguarding training and are clear of the procedure to follow in the event of a child protection concern. They place a strong emphasis on promoting equality and diversity to meet the individual needs of every child.

Children have a well-equipped, bright and welcoming classroom in which to play. They have access to a broad range of toys and resources that are all easily accessible and in very good condition. They enjoy using resources that are new to them. Resources reflect the diversity of society in a positive way to help children learn about the wider world. Children are able to make spontaneous choices of what they would like to do and play with, as well as having planned activities. The staff have effective systems in place to ensure that parents are fully informed of their children's progress. This encourages and enables them to support their children's learning at home. The partnership with the school is effective and these sessions prepare children very well for a smooth and easy transition when they move on to school.

All the required regulatory documentation is in place and staff review it regularly. They maintain confidentiality with children's records. Staff keep up to date with changes in legislation and required training. The routine and pace of the sessions is well organised so that every child enjoys a wide variety of play opportunities tailored to meet their individual needs and interests. Staff have a strong commitment to ensuring that every child receives support to progress at their individual level. They have good procedures in place for accessing advice and support from other professionals and agencies. This enables them to work closely with others to support all children in achieving to their full potential. Staff demonstrate an encouraging attitude to developing the pre-school. They have a good understanding overall of how to use self-evaluation effectively to drive improvement. However, they have yet to reflect fully on their practice through their own self-evaluation for these new sessions.

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

Children arrive enthusiastically and have a very enabling environment in which to play. They enjoy exploring and investigating as they move freely between indoor and outdoor play spaces. They concentrate well at their chosen task and clearly enjoy the time they spend at the school. They are eager to use the school computers and learn to share and take turns. They learn by example from the reception children who show care and consideration. The pre-school children learn how things work and receive reminders to line up and take their turn when playing energetic games outside. Children are becoming familiar with the daily routines in readiness for when they start school. They are very settled and confident in the

school environment. They have a separate area designated at playtime and enjoy seeing their older siblings who come and find them. This promotes their sense of belonging and security effectively.

The sessions are well organised with a good introduction to the morning. Children enjoy group activities, such as circle time and story time. They learn to line up at snack time and make healthy choices from a selection of fruit. Children listen attentively to instructions and respond appropriately. They behave well and are gaining an understanding of the expectations of them in readiness for when they start school. Children show respect for each other and the school resources and learn to help at tidy up time. They learn to clear up after themselves when they have completed a craft activity in readiness for the next child. The good partnership with the reception teacher ensures that she is well informed of each child's likes, dislikes and stage of development. This gives her the opportunity to get to know the children well prior to them starting school. Children learn routines such as, only five children being allowed at the water tray at any one time. The children chat happily with each other as they play with water, talking about volume and naming and counting the different creatures they catch. They give each other ideas as they play and comment on what each other is doing. Children are developing a secure understanding of how to keep themselves safe. They learn to move safely around the classroom, on the stairs when arriving and going outside to play. They use equipment such as scissors carefully. Children are confident with their own self-care and learn the importance of healthy eating and enjoying active play outdoors.

Children use numbers confidently in their play such as counting the stepping stones during outside play. They are starting to gain an understanding of phonics and learn what sounds start a word. Children enjoy role play in the home corner and chat with each other as they play with the dolls. They listen well at story time and enjoy participating in action songs. Children learn about the wider world through planned activities and talk about significant events in their lives. They are keen to share their home news and talk about family members. Staff complete observations and assessments to track children's progress effectively towards the early learning goals. Children receive good support to help them take their next steps in learning. Staff interact very well with the children to provide support and give consistent praise and encouragement. They use questions and discussions skilfully to promote children's language. Children with English as an additional language are supported well. Children are learning good skills for their future development and have a secure introduction to school life.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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