

Ogwell Pre-School

Inspection report for early years provision

Unique reference number	106187
Inspection date	07/03/2012
Inspector	Bridget Copson

Setting address	Ogwell Memorial Hall, East Ogwell, Newton Abbot, Devon, TQ12 6AJ
------------------------	---

Telephone number	0777 9210862
Email	semjoint@googlemail.com
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

Ogwell Pre-school has been registered since 1970 and is run by a committee. It operates from the memorial hall of the village of East Ogwell, near Newton Abbot, Devon. Children have use of three rooms in the hall. There is a small outdoor play area.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school may care for a maximum of 26 children in the early years age group, of whom no more than four may be under three and of these, none may be under two years. There are currently 29 children on roll. The pre-school is in receipt of funding for the provision of free early education for three- and four-year-olds. The pre-school is open from 9.15am to 1.15pm on Mondays, Tuesdays, Wednesdays and Fridays and from 9.15am to 11.45am on Thursday.

The pre-school employs five staff. The manager and one member of staff hold an appropriate qualification to level 3. All other staff either hold or are working towards an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are met appropriately, although space is not always used effectively on Wednesdays to support the needs of more active children. Children are included equally, but not always supported well in learning about the cultures, beliefs and lifestyles of one another. Children are making suitable progress overall, but are not learning as effectively about information and communication technology (ICT) and calculation. Staff demonstrate commitment and drive to secure and maintain continuous improvement. However, self-evaluation systems do not include all aspects of the provision and ensure requirements linked to risk assessments are implemented.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment is reviewed regularly - at least once a year or more frequently when the need arises (Suitable premises, environment and equipment)

09/04/2012

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

- provide well-planned experiences which support young children to learn with enjoyment and challenge, with particular regard to their interest in information and communication technology and number problems
- develop children's knowledge of their own cultures and beliefs and those of other people
- improve the use of the indoor spaces so they can be used more flexibly to meet the needs of more active children.
- improve the system of self-evaluation further to identify strengths and priorities for development in all areas of the provision and include the views of staff, parents and their children.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded appropriately by staff who implement suitable systems to help assure children's safety and well-being. Staff maintain a suitably safe and secure environment, and supervise children appropriately to minimise hazards. However, the risk assessment has not been reviewed within the last year. This is a breach of requirements. Employment and vetting procedures and an induction process help to ensure staff are suitable. In addition, staff have an understanding of their child protection responsibilities to help safeguard children.

Staff have adequate systems in place to monitor and evaluate the quality of the pre-school. The newly appointed manager has started to self-evaluate their practice using the Ofsted form. Whilst the views of staff and parents have been requested, this has not yet been obtained successfully to reflect in the assessment. Staff and committee members show a positive commitment to maintain continuous development. They have made several improvements after a period of change within the pre-school. They also actively involve external agencies to support their development.

Staff prepare a warm and welcoming environment for children's arrival. They interact with interest and enthusiasm, including children in the activities and offering support and comfort. Children enjoy a range of resources, some of which are accessible for independent play. The main playroom, however, becomes noisy on occasions when more active children start running around and distract the quieter children. Staff provide a basic reflection of most children's identity within the pre-school to promote their sense of self. Children also have the opportunity to take 'Vacky', the pre-school bear, home with them, recording their adventures in a scrapbook with photographs. They share this with the pre-school at group time to promote inclusion.

Staff have established sound partnerships with parents who are provided with information regarding the provision from the start. Parents gather information through notice boards, daily communication and details of current activities on the playroom white board. Parents have the opportunity to contribute their views at

consultation meetings and to discuss their child's progress. Some parents share their views at inspection. For example, they state that they 'especially like the traditional values and manners they promote', and say 'staff work very hard and provide lovely sessions'. They also say that their children 'join in everything', and are 'always happy to come'. Staff establish suitable links with the village school, which most children will attend. They also share some information with staff from some of the other settings children attend.

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

Staff plan, monitor and promote children's learning appropriately. Children's progress is recorded and their achievements illustrated with photographs and examples of work. Staff use these observations to plan the children's next steps of learning through free-play time and activities linked to changing topics. For example, children make caterpillar and butterfly collages and read story books about this natural cycle in their 'life cycle' topic. Staff interact in children's play and ask some questions to challenge and extend their thinking. As a result, children are making suitable progress in most areas of learning. Not all children, however, are making good progress in learning about ICT and calculation.

Children arrive happy and settle well. They demonstrate a sound sense of well-being. Some children focus well on activities when staff are able to engage them, and children seek out staff to show off their work with pride. They are developing friendships with peers whom they seek out on arrival at pre-school. Most children behave appropriately. They are learning about the needs and feelings of others, such as sharing, helping and taking turns. Children have some opportunities to learn about worldwide cultures and beliefs, such as celebrating Chinese New Year and saying good morning in French and Italian. Otherwise, they have less support in learning about the cultures, beliefs and lifestyles of one another in more meaningful activities.

Children communicate their needs and feelings confidently. They chat in their play, and are keen to answer questions and share news at group times. However, the voices of quieter children are not always heard when more active children are playing and the room becomes noisy. Children make good use of the range of books, which they huddle up to read with staff. They mark purposefully, such as writing on the chalkboard, naming their work and writing in books in the 'office' home corner. Some children can also write their names correctly. Children count with staff in play and are learning about shapes. However, they are not learning developing a good understanding of calculation through simple number problems. Children use their imaginations building with constructional sets and playing with dolls houses, forts and farm sets. They create with media and materials in organised activities, such as making Mother's day cards, and freely, such as modelling dough. Children show an enjoyment of music and singing. They join in with enthusiasm, swaying, wiggling, tapping their feet, clapping and bouncing up and down to the rhythms.

Children receive appropriate support to help them feel safe and secure and to learn about staying safe. Children are encouraged to develop healthy lifestyles. For example, they bring in fresh fruit snacks and sit to eat together at lunch time. They benefit from mostly indoor physical playtime within sessions, using large and small scale equipment. However, on Wednesdays, this does not provide more active children with an environment in which they can run and exercise freely.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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