

Denbury Pre-school Playgroup

Inspection report for early years provision

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Inspector

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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*.

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

Denbury Pre-school registered in 1992. It is situated in the village hall of the small rural village of Denbury, near Newton Abbot, in Devon. It is run by a committee of parents. Children have the sole use of the hall during sessions. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for 23 children aged from two to five-years-old. It is open Mondays to Fridays from 9.15am to 11.45am term time only. On Tuesdays, Wednesdays and Thursdays a lunch club is offered until 12.45pm for children who bring a packed lunch. At present there are 18 children on roll, of these 13 children are in receipt of funding. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. Four members of staff are working with the children, three of whom hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and secure. The staff work well together and have a good rapport with the children. They plan and deliver a broad range of interesting and enjoyable activities that support children in making secure progress in their learning and development. They complete observations and assessments on the children to support their planning and are developing how children's progress is shared fully with parents. The setting has a successful partnership with the local school. The staff regularly reflects on and evaluates their practice and demonstrates a good 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 further methods of working in partnership with parents to share the progress children are making to provide a shared approach to children's learning and development.

The effectiveness of leadership and management of the early years provision

Children have a safe environment in which to play. They are supervised well at all times. Risk assessments are completed and regularly reviewed. Daily checks of the hall are completed prior to children's arrival. Their security is assured as doors are

locked and good safety procedures followed on children's arrival and when they are being collected. Appraisal systems are used, to identify staff training needs. The staff has completed safeguarding training and is clear of what to do in the event of a child protection concern. The staff have a secure understanding of delivering the Early Years Foundation Stage. They plan effectively to cover all the areas of learning and to support children's individual interests. They provide an inclusive provision to ensure that children's individual needs are met. Children learn about diversity in the wider world and their local community through planned activities and regular outings in the village.

The setting has a good partnership with the local school, which they regularly visit with the children to support a smooth transition to the Reception class. Parents are warmly welcomed. Their views are sought through questionnaires. Key workers record children's observations and assessments and their achievements. These are well recorded to track children's progress towards the early learning goals. They identify the next steps in each child's stage of development. These records include photographs of the children at play and some of their work. Developing how these records are shared fully with parents is an area for development to enable parents to contribute to their child's file and share their achievements at home. There is a good exchange of information each day with parents and an informative notice board and digital camera with photographs of the children at play in the entrance area.

Sessions are effectively planned and staff work well together, ensuring that every child enjoys a wide variety of play opportunities. Children have access to a good range of toys and resources. There is a good balance between indoor and outdoor play. Children are able to make independent choices of what they want to do. Documentation is in place to support children's care and parental consents are in place. Policies and procedures are in place and regularly reviewed and updated with changes in legislation. The staff meet regularly and reflect how the sessions have been to evaluate their practice. They adapt their planning to support children's individual interests. They have made secure progress since their last inspection addressing the recommendations raised to enhance the learning environment and safety of the children.

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

Children are happy, confident and keen to learn. They are supported well by staff that present as positive role models. The children are skilful communicators chatting happily with each other and the staff as they play. They learn what sound a word begins with and count in naturally occurring situations as they play. They are encouraged to use their own ideas and imagination. Children listen well at circle time and for group stories. They talk about family members and recall recent activities they have been doing. Children are encouraged to say at lunch time what they would like to play with when they are next due to attend. Their individual interests are supported well, such as children being interested in trains and dinosaurs. The staff asks open-ended questions to encourage children to solve

problems and work things out for themselves. For example, when making train tracks. They monitor what children can do easily to support them in their next steps of learning.

Children enjoy role play in the home corner which is changed regularly. They enjoy manipulating and making items out of play dough and using technology toys. They have fun with the staff as they play such as taking a member of staff's play dough when they think they are not watching. Children enjoy cooking activities and comment on how much they need when weighing items. They learn to handle tools safely as they cook such as a grater and to be careful when adding ingredients to a hot pan. Fire drills are conducted with the children so they are clear of what to do in an emergency.

Children develop healthy lifestyles. They are familiar with hand washing routines and are confident with self-care. They have a cafe style snack time allowing children to decide when they are ready to eat. The staff plans celebration meals for the children. They provide a cooked meal for the children which the children help to prepare such as at the end of term and at Christmas. Children thoroughly enjoy these occasions. Taking a pride in helping to lay the table. Children are confident in pouring their drinks and learn good social skills. They know to sit to the table until everyone has finished. They have regular exercise in the hall and access to a secure outside play area, with a small covered area enabling them to play out in all weathers. They have equipment to support their physical development and learn to balance on beams and play safely on the climbing frame.

Children enjoy learning about their own community and other cultures. They celebrate festivals throughout the year. They are keen to use the computer and learn to wait for their turn. They play educational games and use the mouse confidently. They behave and share well. They actively help when it is time to tidy up. Children have access to sand and water play and have a range of craft activities and painting. They participate in shows for their parents and write invitations for them to attend. Children receive consistent praise and encouragement. They are learning good skills for their future development and prepared well for significant events in their lives such as starting school.

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

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