

Little Otters Pre School

School lane, Combwich, Nr Bridgwater, Somerset, TA5 2QS

Inspection date

Previous inspection date

13/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are motivated to learn because staff follow their lead and interests, supporting them in choosing activities without taking over or directing them.
- Children are settled and happy because staff value parents' contributions and prepare children well for starting and leaving the provision.
- Children extend their play and learning through generally good access to resources both indoors and outdoors.
- The manager provides a good role model for staff and they work well as a team because she uses their individual strengths effectively to enhance children's development.

It is not yet outstanding because

- Children are not fully encouraged to develop a love of books.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- Inspection of two-year-olds only as school is exempt for children over three years.

Inspector

Elaine Douglas

Full Report

Information about the setting

Little Otters Pre-School and Otters Den wrap around care are run by the Governing Body of Otterhampton Primary School. It opened under the present registration in 2012 and operates from an open-plan purpose-built building. Children have access to secure enclosed outdoor play areas and school facilities. It is situated in the rural village of Combwich on the outskirts of Cannington, Somerset.

The pre-school is open each weekday from 8.45am to 3.15pm term time only. Otters Den is open each weekday from 7.45am to 8.45am and from 3.15pm to 6pm, term time only. There are currently two children aged two years attending the pre-school. There are four staff who work with the children, all of whom hold appropriate qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- help children to enjoy books by: creating an attractive book area for children to share books; providing books which are of particular interest to children; involving children in stories through the use of props; and increasing staff awareness of using books in activities.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

All children make good progress in their learning and development because staff enable them to become active, independent learners. They follow children's lead and provide positive interaction based on their accurate knowledge of each child. There is a very good balance of adult-led and child-initiated activities. Consequently, children are motivated to learn. They develop good imagination in their play because staff provide an extensive range of resources that can be used in a variety of ways. Staff encourage children to make choices about where they want to play and what they want to use the resources for, both indoors and outdoors. This also promotes their thinking and confidence. Staff are highly effective in supporting children who are new to the setting to know where they can find additional resources. The use of labelled low-level containers ensures equal access. For example, one child is taken indoors to find a doll for their buggy, to extend the game they are playing outdoors. This also promotes their physical development as they freely move around the setting and use a range of equipment. Children visibly display excitement when taking part in planned activities, such as 'going on a bug hunt'. They all are eager to explore the natural world, using magnifying glasses to look at bugs in detail. They are encouraged to count, recognise sets and identify individual characteristics, such as spiders make webs. However, staff miss opportunities to extend children's learning by using books for information or stories. Staff give children plenty of time to engage and be involved in activities, returning to them later if they wish. This enables children to reinforce their learning by recalling words and actions they remember, as well as extending on what they previously learnt.

Children develop good skills through their daily routines, such as pouring water to drink outdoors. They use tools while preparing their snack and while playing with modelling dough. Staff support children in working out the best way to use the equipment so children make decisions about how to complete a task or solve a problem. Good observations and assessment systems include parents' contributions. This system enables staff to know each child's starting points and what makes them unique, so that they can plan effectively for their continuing development in all areas. Staff are knowledgeable about the 'Every child a talker' programme. Consequently, they identify any concerns over children's language and communication, putting effective systems in place to support them. Staff are highly enthusiastic and encourage children to enjoy their play and learning, which promotes positive skills for their future.

The contribution of the early years provision to the well-being of children

Children are settled and happy at the pre-school. Staff establish strong partnerships with parents from the start, which enhances children's confidence. Parents comment on how eager their children are to attend, even those who are new to the setting. These partnerships continue throughout children's attendance and ensure consistent care in promoting their welfare. The key person system is well established and has a strong impact on children's well-being. Children develop positive attachments to their key person, which ensures they feel safe and secure in the setting and parents feel confident that someone else really understands their child. Young children begin to develop good relationships because their key person provides a familiar adult who ensures good opportunities for them to play alongside others. For example, one young child pretends to steer the ship and be the captain, while older children look out for sharks. Staff sit with the children at meal times and engage them in conversations about their family and special events, which promotes their self-esteem and communication skills.

Positive images and staff attitudes support children in embracing people's differences. Staff lead by example so that children understand expectations of behaviour. Consequently, young children learn to share and take turns. Children help to tidy up because staff use strategies such as singing, to make it fun. Through activities such as a bug hunt, they learn to treat all creatures carefully. Staff deploy themselves very effectively so that all children receive good attention and their individual needs are met. They work closely with parents to support children's personal care, such as potty training and consequently children are proud of their achievements. Children receive support to develop a good awareness of safe practices such as wearing hats in the sun and learning to look behind them before manoeuvring backwards. Staff involve children in discussing risks before outings or using the Forest School facilities. Staff effectively implement all safeguarding procedures and have regular training in child protection and first aid. Children enjoy nutritious snacks, and access drinking water indoors and outdoors. They display high levels of energy, understand about good hygiene and engage in a wide range of physical activities, all of which promote a healthy lifestyle. Overall, staff resource the environment well to support children's all-round development and enable children to work together harmoniously. However, the organisation of the book area does not provide an inviting, relaxing area for children to share books. The props to support stories are in a different area and books do not reflect the children's backgrounds. Children are well-prepared and supported long term in their transition to school. Throughout the year, they attend the school to share playtime, lunch and stories.

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

The manager is the designated lead person for safeguarding children and has a good knowledge of procedures to protect children. All staff attend training and good documentation provides further guidance. The manager has a good understanding of the changes to the Early Years Foundation Stage and meets all legal requirements. The

leadership team meet regularly to discuss practice and identify most actions for improvement. They are reviewing all policies, procedures and documentation to ensure they are in line with the revised requirements. There are several systems of self-evaluation and weekly team meetings, to seek the views of all users. All staff have been involved in devising the two-year-old progress check, so that they all are comfortable in using it.

The manager works directly with the staff and is a key person for some of the children. She provides a good role model and leads by example. Staff have delegated responsibilities according to their strengths, which promotes their engagement and satisfaction, and provides better care and learning for children. For example, each member of staff is responsible for promoting an area of effective learning, such as creating and thinking critically. The staff team are currently implementing a new assessment system and the manager has a good overview of each child's development to take prompt action when identifying any concerns. The manager is passionate about liaising and working in partnership to benefit the children. There are very strong links with the school and they work closely with the reception class teacher. A trained Forest School leader works with staff to ensure activities meet children's needs and they give children's safety the highest priority.

Through observation, the manager has a good knowledge of her staff's strengths and areas for development. She provides regular supervision and identifies specific training needs, including her own. The pre-school fosters very good partnerships with parents. There are good systems for exchanging information on children's care and learning. Staff keep parents well informed of any changes and invite them to meetings to find out more. For example, they have planned an open-afternoon to explain the revised Early Years Foundation Stage and the home learning pack. The manager and deputy are joint special educational needs co-ordinators because the deputy has a wealth of experience to support the manager. They work closely to ensure an inclusive environment and early intervention, including working with outside agencies and families. They are pro-active in working in partnership with other providers who share care or have previously cared for children, to ensure continuity and consistency in their care and learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in

	order to be good.
Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY443773
Local authority	Somerset
Inspection number	785987
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 2
Total number of places	24
Number of children on roll	2
Name of provider	The Governing Body of Otterhampton Primary School
Date of previous inspection	Not applicable
Telephone number	01278653052

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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