

Sara's School

Tedburn St. Mary Village Hall, Tedburn St. Mary, EXETER, EX6 6EB

Inspection date

Previous inspection date

05/12/2012

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 happy, confident and settled because of the good key person system.
- The manager has a good overview of the development records, which ensures she quickly identifies any gaps in learning and plans effectively for every child's progress.
- Partnerships with parents, other agencies and providers are a strength of the setting and have a significant impact on children's learning and welfare.
- Children's mathematical development is particularly strong.
- All children, including those with special educational needs and/or disabilities, develop good communication skills through the engaging interaction from staff.

It is not yet outstanding because

- Staff do not always ensure children can access resources in some activities and daily routines that enable them to manage tasks independently.
- Children do not regularly practise the emergency evacuation procedures to enhance their awareness of safe practices.

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

- The inspector observed children indoors and in the outdoor area.
- The inspector spoke to several parents present during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector checked safeguarding information and sampled documentation, such as policies and procedures, children's development files and information for parents.
- The inspector spoke to the manager, key persons and the children.

Inspector

Elaine Douglas

Full Report

Information about the setting

Sara's School (pre-school) is privately owned and managed, and registered in 2012. The owner is also a registered childminder. The pre-school operates from the village hall in the rural village of Tedburn St Mary, approximately seven miles from Exeter, Devon. The pre-school has sole use of the main hall, kitchen and toilets, during operating hours. Children have access to a small, secure, enclosed outdoor play area. The pre-school is open Wednesday, Thursday and Friday from 10am to 3pm term-time only.

The pre-school is registered on the Early Years Register and there are currently 10

children on roll from 16 months to four years. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities. Three members of staff work with the children, including the owner. Of whom, two hold a level 3 early years qualification and one is working towards a level 3 qualification.

What the setting needs to do to improve further

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

- increase children's access to resources that will extend their independence in using tools and managing age appropriate tasks
- extend children's awareness of helping with their own safety by practising the emergency evacuation procedures, as stated in the policy

Inspection judgements

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

Children are confident in the pre-school and overall make good progress in all areas of their development. Parents who have seen the difference in their children since they started confirm this. Parents provide good information on children's starting points and comment on being fully involved in their child's learning. They attend a review meeting to discuss their child's development, see their progress reports and look at their next stages of learning. Parents receive good information on how they can support their child at home. The pre-school is proactive in building partnerships with other providers and outside agencies, so that they can work together. All these partnerships significantly enhance children's care and development.

Staff make regular observations of children's achievements to effectively monitor development. Consequently, staff motivate children to learn because they have a good understanding of their interests and involve them in planning the activities. They discuss the activities available and point out resources that children have particularly requested. For one child keen to use the computer staff provide a programme that promotes different areas of learning. For example, the child uses the mouse to click and drag pieces to complete a puzzle and they use the arrow keys to move a character around a maze. Children enjoy books independently and in a group. Staff use soft toys, puppets and different voices for characters to engage children's imagination.

Children are active learners and develop good skills and attitudes in preparation for their future learning and school. On arrival children find their own names, displaying pride in their achievement. One child points out that other names begin with the same letter as theirs. Older children are eager to demonstrate how they can write some letters or even their name. All children, including those with special educational needs and/or disabilities, are strong communicators because staff provide good role models engaging them in interesting conversations. Consequently, children talk to their friends in their imaginary games. Children demonstrate they are listening by responding to instructions and answering questions. Staff promote children's mathematical development in all activities and routines. For example, they ask the children to predict how many can fit inside the playhouse and then to count to see if they are right. Children talk about amounts of money in their pretend caf. Staff encourage children to look closely at differences and notice similarities. For example, one child comments on all the dolls wearing long dresses but describes how they are all different. Another child notices that vehicles can have a different number of wheels.

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

Children are confident and happy within the pre-school and staff provide good support to prepare them for their transitions to other settings. The good key person system ensures children feel secure and develop strong relationships. For example, the youngest child watches as their key person enters an area they can not enter for their own safety. When the key person re-enters the room the child's face lights up as they enjoy a hug. Children display excitement when their friends arrive and invite other children to join them in their games. All children demonstrate a good understanding of the routine and behavioural expectations. For example, when staff shake a tambourine even the youngest children stop what they are doing and go to sit on the mat. Older children explain it is time for their warm-up exercises and move to the far end of the hall.

Children develop a good awareness of healthy practices. They enjoy exercise and move around in a range of ways, both indoors and outdoors. They understand the effect exercise has on their body commenting on how fast their heart is beating. Children choose when to have their snack and independently go to wash their hands first. They make healthy choices from a nutritious range of foods. Children do not get thirsty because they can access their drinking beakers at any time and staff provide extra cups and a jug of water for any children who do not bring a drink. Staff make themselves available to parents to discuss any care needs, such as potty training or anything which may affect children's behaviour, in order to meet children's individual needs.

Staff give high priority to children's health and safety. Staff remind children why it is important to handle scissors safely and plan a range of activities around road safety. However, staff have yet to practise the emergency evacuation with the children to extend their awareness further. Staff wipe children's noses and clean their hands afterwards to help prevent the spread of infection. Overall, children access a good range of resources, which are mainly stored in a low-level shelves and trolleys. Staff regularly change the role-play area to support children's learning and understanding of the wider world. However,

staff do not always provide effective resources to promote children's independence in using tools. For example, although children use tongs to serve their food, staff prepare their snack and pour their drinks for them. Some adult-led craft activities use pre-cut resources, which do not challenge the more able children.

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

The manager has a good understanding of her responsibilities in meeting the safeguarding and welfare and the learning and development requirements. She has a good overview of children's development, which enables her to identify any gaps in children's development or any special educational needs and work with relevant parties to provide effective support. She has attended training that enables her to oversee the good system for two-year-old progress checks.

Effective training supports staff in safeguarding children. For example, the manager has implemented a very good system to ensure she carries out rigorous recruitment procedures. The good induction process ensures all staff understand their responsibilities. All staff have a current first aid qualification. Staff carry out very good risk assessments and daily checks to ensure all equipment is in place to minimise risks. For example, they fit alarms to all doors and make all hazardous items inaccessible. Staff deploy themselves effectively to ensure good supervision and interaction for children. The manager organises all documentation extremely well for the efficient management of the pre-school. All safeguarding information is in place and extensive documentation provides very good guidance for staff and parents. Staff have a good understanding of how to safeguard children and the signs and symptoms to be aware of.

The small staff team work closely together to evaluate their practice. Through self-evaluation, they have already identified the need to improve children's independence and life skills. Consequently, they have implemented a routine of the children clearing their plates and washing-up. Parents comment on feeling confident to express their views on the setting. As part of the pre-school's action plan, they are preparing a more formal system to gain parents' feedback. The manager works directly with the staff providing a good role model and supervision. She mentors unqualified staff while they are training for their qualification and accurately identifies staff development, which will bring about the most effective impact on children. Staff make good use of circle time at the end of the session to encourage children to review what they have been doing and discuss what they have enjoyed. Staff keep a record of any suggestions from children or request for resources, to include in their planning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY448999
Local authority	Devon
Inspection number	805101
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	50

Number of children on roll	10
Name of provider	Sara Louise Smale
Date of previous inspection	Not applicable
Telephone number	01647 61494

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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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