

Willand Pre-School Ltd

Willand Pre School, Gables Road, Willand, CULLOMPTON, Devon, EX15 2QL

Inspection date

Previous inspection date

23/11/2012

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

- Staff provide good support for children with special educational needs to ensure an inclusive provision where all children make good progress.
- Children build good relationships and enjoy learning through exploring and playing.
- Staff make good use of impromptu situations to extend children's learning.
- The management team provide good supervision for staff and support their development through training that is relevant to their role.
- The management team make good use of self-evaluation and seek the views of all their users in order to meet their needs.

It is not yet outstanding because

- Children do not have a second key person to enhance their well-being when their key person is absent
- Children are not always encouraged to look after their environment, by taking responsibility for simple tasks.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children in all areas of the provision both indoors and outdoors.
- The inspector held a meeting with the manager and had a discussion with one of the directors.
- The inspector carried out a joint observation with the manager.
- The inspector checked safeguarding information and sampled documentation, such as policies and procedures, and children's development records..
- The inspector took account of the pre-school's self-evaluation and talked to parents present during the inspection.

Inspector

Elaine Douglas

Full Report

Information about the setting

Willand Pre-School Ltd first opened in 1965 and became a limited company in 2011. It operates from two-storey purpose-built premises in Willand, Devon. Children have use of one large playroom with access to a secure garden with safety surfacing and an

additional playroom upstairs, which is accessed by internal stairs. They have a large reception area, a walk-in store cupboard and a kitchen and office. There are toilets on each floor, and one accessible toilet on the ground floor.

The pre-school is open each weekday term-time only from 9am to 11:30am and 12:45pm to 3:15pm. They provide a lunch club and children can attend all day. They also run out-of-school care from 8am to 8.45am and 3.30pm to 6pm, and from 8am to 6pm during school holidays for 50 weeks of the year, closing for two weeks at Christmas.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 85 children on roll, some in part-time places. The preschool currently supports children with special educational needs and/or disabilities and children learning English as an additional language. The pre-school receives funding to provide free early education for children aged three and four years.

There are 17 members of staff working with the children. Of whom, 14 hold a relevant early years qualification and two are working towards one.

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 gain a greater awareness of taking care of the environment by managing age appropriate tasks
- provide a second key person for children so that there is a special person who knows them well in their key person's absence to enhance their well-being further.

Inspection judgements

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

Children make good progress in their development because staff have a positive impact on children's learning. Through good observation staff ensure all children are actively playing and exploring; they skilfully interact extending children's ideas and providing a good role model. This means children display enthusiasm and become engrossed in their activities. They remain at them for a significant period, until they complete them to their own satisfaction. Children with special educational needs and/or disabilities receive good one-to-one support so that they can take a fully inclusive part in the routines and activities. Staff use a visual timetable so children of all abilities and those learning English as an

additional language understand the routines. Staff seek and use keywords in children's first language to support communication. Consequently, all children develop good skills for the future learning.

Staff plan challenging activities to promote the development of all children in all areas. They make good use of impromptu situations and extend child-initiated ideas, very effectively. For example, a heavy rainfall leaves a large puddle in the outdoor area. One child suggests seeing if things will float in it. Staff praise them for having a good idea and children go indoors to find objects. Soon all the children join in and try floating plastic and cardboard containers, which staff encourage them to predict if they will float or sink. Some children are fascinated by the rings of water formed by their splashing. Others see if their container will hold water without leaking.

Children select books independently and older children demonstrate that they know print carries meaning, as they enjoy telling stories, using the pictures as a clue to the words. Staff encourage children to identify their favourite books and to interact with whole group story time. Children describe items as 'hard' and 'prickly' because staff give them time to describe how things feel. Discussions take place throughout activities and staff encourage children to listen to each other, which promotes their communication skills. Children have daily experiences outside, which supports their physical development. They enjoy role-play, which staff skilfully support by organising real experiences, such as a visit from a vet or dental hygienist.

Staff exchange good information with parents so that they know children's starting points and keep parents well informed of their child's progress. Parents can attend sessions and staff work closely with the local school to support children's transitions. For example, children attend other settings one day a week to build peer group relationships.

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

Children are happy and settled because overall the good key person system supports them in feeling secure. The key person works closely with parents to develop individual care plans so that they can promote children's welfare. Although, all staff build good relationships with the children staff rotas do not ensure children's key person is always present to provide a special person who really knows the child well, to further enhance their well-being. Children are well-behaved because staff praise them for sharing, being kind and taking turns. Children develop a good understanding of using strategies to share equipment. For example, when all the sand in the timer drops to the bottom a child immediately lets another use the computer.

Children demonstrate a good awareness of safe practices. For example one child helps staff place cones to show an area outdoors is out of bounds. When staff ask the children who will help tidy up they enthusiastically say they all will. So, when a member of staff shakes a shaker the children spontaneously start to tidy up, demonstrating their understanding of the staff's expectations. However, staff do not support children as effectively in looking after the environment throughout the session. For example, when

dried pulses and pasta are spilt on the floor staff sweep it up, which prevents children slipping. However, staff keep the dustpan and brush in an area inaccessible to children, which does not promote their independence in managing appropriate tasks.

Children develop a very good awareness of healthy practices. They enjoy engaging in daily physical activities and outdoor play. They know to put on their coat to keep warm and to wear boots to splash in the puddles. Children talk about having germs on their fingers and when they notice snack is ready they go straight to the bathroom to wash their hands before eating. A child using a healthy eating programme on the computer explains how some foods are good for you and that they clean their teeth to keep them nice. Children independently access tissues to wipe their nose.

The good range of resources enables children to initiate their own learning and promote development in most areas. For example, children spontaneously develop their writing skills by using the chalk and white boards both indoors and outdoors. Low-level storage, labelled with pictures and words ensures children can make individual choices. Good information and equipment in the bathroom ensures staff meet each child's individual toileting needs. Specialist equipment and supervision enables children with special educational needs and/or disabilities to move around the premises safely and be as independent as possible.

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

Staff implement the safeguarding procedures very effectively. They keep the main door locked and the stair gate closed to prevent strangers entering the premises or children leaving unsupervised. Staff deploy themselves very effectively, so that children receive good supervision and support in all areas. Good recruitment and induction procedures ensure staff understand their responsibilities. They have a good awareness of child protection procedures and the designated person provides strong support. All required documentation is in place and the management team regularly review policies and procedures to ensure they protect children's welfare.

The management team make good use of their self-evaluation systems to ensure continuous improvement. For example, due to poor attendance at the parents' evenings they have changed the system so that the key person now asks parents when it is convenient to meet with them. They use questionnaires and a suggestion box to gain parents' feedback, and they consult with the children about the activities and provision, such as menus. From parents' feedback, the pre-school now provide parents with photographs of their child's key person and good information on their role. The manager has plans in place to invite parents to find out about the revised Early Years Foundation Stage.

The manager provides good supervision for staff and identifies their development needs effectively so that she can provide mentoring or training to improve their practice. The directors seek the staff's views to feed into the manager's end of year appraisal, which

ensures they address the most appropriate management development. The management team attend regular meetings together to keep up-to-date and seek ways of improving their practice. They demonstrate a good understanding of their responsibilities in meeting the welfare and learning requirements. Staff are currently developing their planning and assessment system, and the manager has good systems for monitoring the effectiveness.

Staff establish strong working partnerships with parents and outside agencies to ensure they meet children's individual needs and provide additional support or intervention. Children's key person arranges to meet with the childminders involved in children's care and invite them to attend any in-house training, which makes a strong contribution to meeting children's needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 | EY447017 |
| Local authority | Devon |
| Inspection number | 803911 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 40 |
| Number of children on roll | 85 |
| Name of provider | Willand Pre-School |
| Date of previous inspection | Not applicable |
| Telephone number | 0188433711 |

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Type of provision

For the purposes of this inspection the following definitions apply:

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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