

# South Brent Pre-School

School House, Totnes Road, South Brent, Devon, TQ10 9BP

<b>Inspection date</b>	06/12/2012
Previous inspection date	06/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are happy, settled, safe and secure. They are confident and keen to learn and have a positive rapport with their peers and staff.
- Parents are confident in the care and development of their children who settle well and enjoy attending the pre-school. The setting has good links with outside agencies and prepares children well in readiness for their transition to school.
- Staff supervise children well. Children have a safe environment in which to play with daily access to a secure outside play area.

### It is not yet good because

- Staff do not always extend more able children's learning by consistently giving them time to think and respond or consistently providing visible resources for children to access to support their interest in numbers. They do not offer children regular opportunities to extend their own thoughts and ideas in the range of art and craft activities.
- Systems for self-evaluation are not fully effective in monitoring the effectiveness of the educational programme and do not incorporate the views of parents.
- Staff do not consistently support children's increasing independence because they do not always teach them how to use tools, such as scissors, by themselves or help them take responsibility for all aspects of personal care, such as wiping their noses.

## 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 activities in the play room and the outside learning environment.
- The inspector reviewed children's assessment records, planning, documentation, and policies.
- The inspector held discussions with the manager, and a member of the committee.
- The inspector checked evidence of suitability of practitioners working with the children and the provider's self-evaluation.
- The inspector sought the views of parents spoken to on the day and the information that is made available to them.

## Inspector

Lorna Dick

## Full Report

### Information about the setting

South Brent Pre-school was registered in 1969 and is located in the centre of South Brent, in Devon. Most children attending live in the village or surrounding rural areas. The pre-school occupies rooms within The Old School Centre. The pre-school has sole use of a

main play room, creative play room, toilets, kitchen, enclosed playground and a play barn. They can use the hall within the adjoining building if required. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school opens on Tuesdays, Thursdays and Fridays during school term time only from 9.15am to 3.30pm. There are currently 13 children on roll in the early years age range. Children may stay all day or for either a morning or afternoon session. Children bring a packed lunch. The pre-school also offers parent and toddler sessions, when parents accompany their children. The pre-school receives funding to provide free early education for children aged two to four-year olds. Four staff work with the children, all of whom hold relevant childcare qualifications. One member of staff is working towards an Early Years Foundation degree.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop the educational programme to a) enable children to find their own ways to represent & develop their own creative ideas b) encourage them to explore ideas & make links in their learning by giving them time to think & respond to questions & statements & c) display & use numerals across all areas of learning to support children's interest in numbers & solving mathematical problems.

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

- develop further systems for self-evaluation to include the views of parents and to more accurately monitor the effectiveness of the educational programme
- support the development of children's increasing independence skills by teaching them to use tools, such as scissors by themselves and by encouraging them to be independent in their self-care, such as wiping their own noses.

### **Inspection judgements**

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

Staff warmly welcome children into the pre-school which helps them feel secure and settle quickly on arrival. They are keen to see their peers and to share their home news. For example, a child says 'It is my daddy's birthday I need to make him a card'. Children are confident and are keen to talk to visitors. They quickly engage in play and concentrate well at their chosen task because staff give them time to finish what they are doing or

return to an activity to complete it to their satisfaction. For example, children who make a rocket put it to one side to finish after snack time. Children take great pride in their achievements, putting their finished work carefully in their trays to take home.

Children have formed positive relationships with their key person and the staff know all the children well. The staff have daily discussions with parents to ensure consistency of care and to keep them informed about the progress their child is making. They display useful information in the foyer for parents including the setting's planning. Staff plan the day to support the ages and interests of children. Children who have recently started attending the setting settle quickly and soon form secure attachments with the staff and make new friends.

Staff use observations and assessments appropriately to monitor children's progress and to support their next steps in learning. Each key person knows their children well, including their likes, dislikes and individual interests. Staff have an appropriate understanding of how children learn through play. However, they do not always use adult-led activities and children's individual interests to full effect to extend their learning. For example, although children count confidently, number displays and resources are not always available and staff do not consistently give children time to think and respond to questions during activities that are planned to extend their interest in, and understanding of, numbers and mathematical ideas.

The staff plan to provide a broad range of activities to support children's interests in expressive arts and design, which children clearly enjoy. However, they do not always allow children to fully develop their own thoughts and ideas or to experiment with a broad range of materials. Children confidently ask for a knife at lunch time to support their increasing independence when having their packed lunches. They understand the need to handle tools and equipment safely, for example, explaining it is important to hold scissors carefully. Staff do not, however, always help children increase their independence by teaching them the skills they need to use scissors correctly and independently.

Staff interact well with the children, sitting at their level and making good eye contact. They ask open-ended questions but at times do not give children sufficient time to enable them to think and respond to explain their ideas. Children recognise their name as they find their place at snack time and some confidently say the sounds of the letters in their name. They have access to mark making materials although staff do not always encourage children to develop their skills to write their own names on their work. Children listen well at story time and confidently return to the comfortable book corner to look at the book again on their own taking time to look at the pictures as they re-tell the story and turn the pages with care.

Children engage in role play and interact well with their peers giving each other ideas. They are keen to develop their own games during role play, such as playing dressing up games and hide and seek. Staff respond well to children's requests to join in and pretend to be asleep as they hide items for them to find. Children learn the concept of sharing and taking turns with gentle reminders from the staff. They behave well and show kindness and consideration to each other. Staff promote children's physical development appropriately through outside play and 'sticky kid' activities.

Children show interest in exploring changes in their environment, such as watching ice cubes melting in water, and expressing disappointment when they dissolve. They also notice that the sand in the sand tray outside cannot be dug as it is frozen. However, staff do not always extend children's interest and curiosity to enable them to think about how and why.

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

Children are keen to learn and are active communicators. They are eager to share their home news and readily share significant events in their lives. They learn about their local community through regular outings and about the wider world through planned activities. They show concern if one of their peers is upset and learn the concept of sharing and taking turns. They give each other ideas as they play, such as working together to make a train track.

Children generally behave well and listen to instructions although staff are sometimes inconsistent in implementing agreed rules, such as not running indoors. Children participate with activities, such as helping at tidy-up-time and waiting at the table until everyone has finished at meal times. They learn good social skills and older children are confident in reminding younger children to say thank you. Staff use meal times as an opportunity to develop children's understanding of healthy eating and self-care. For example, children are familiar with the routine of washing their hands before they eat and know to eat their savoury items first. They take responsibility for helping themselves to drinks. However, on occasion older children's independence in personal hygiene is not developed fully as staff wipe children's noses for them rather than encouraging them to do it themselves.

Children enjoy circle time when they learn to listen to respond to their names when called for the register. Staff use this time well to enable children to express how they are feeling, such as happy or sad and to take account of the feelings of others. They confidently ask to sing their favourite nursery rhymes on their own, standing with great pride as they sing to their peers. The staff are caring and the key person system provides appropriate support for the children which enables them to feel safe and secure at the pre-school.

Children learn the concept of keeping themselves safe as they play. They are familiar with the routine and boundaries. For example, they know how to use tools safely and can explain the reason that they cannot play on the climbing frame if they are wearing dressing up clothes.

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

Staff work closely as a team and evaluate the session at the end of each day. The committee and manager support them appropriately. Regular supervision and staff

appraisals are in place to monitor performance and identify training needs. This increases staff skills and knowledge to support the learning environment for children. Secure systems are in place to support children's welfare and staff have a clear understanding of what to do in the event of a safeguarding concern. Staff supervise children well at all times and regular risk assessments are completed to keep children safe and secure in the pre-school.

Staff have an effective partnership with parents. Parents are positive about the provision, stating they feel well informed of the progress their child is making through regular discussions with staff and documentation. Children are prepared well in readiness for school. They have the opportunity to have introductions prior to attending and attend at various times of the year to watch the school plays. This supports children's confidence to make a smooth transition. The pre-school has appropriate links with other settings and outside agencies to support children's individual needs.

Staff have an appropriate understanding of the learning and development requirements. They use their observations of children's achievements to plan suitable activities to help them make sound progress. The pre-school has started to evaluate the quality of the provision in line with Ofsted grade descriptors. The staff have identified some areas for development such as improving the outside play area. However, the system for self-evaluation is still evolving and does not fully monitor the quality of the educational programme for children. As a result, areas for improvement, such as allowing children time to think and respond during activities, express their individual artistic ideas and increase children's mathematical understanding across all areas of learning, are not promptly identified and targeted for improvement.. In addition the views of parents are not yet used fully in the self-evaluation process to help identify further areas for development.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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.
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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

<b>Unique reference number</b>	106212
<b>Local authority</b>	Devon
<b>Inspection number</b>	813280
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	13
<b>Name of provider</b>	South Brent Pre-School
<b>Date of previous inspection</b>	06/06/2011

<b>Telephone number</b>	01364 72022
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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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