

Ivybridge Pre School

The Erme Primary School, Station Road, IVYBRIDGE, Devon, PL21 0AJ

Inspection date

Previous inspection date

28/01/2013

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 enter the pre-school eager to explore and play in the well organised setting
- Children are happy, confident and inquisitive. As a result, children become fully engaged in their play.
- Staff work well together as a team, organising themselves to effectively encourage children in a range of activities.

It is not yet outstanding because

- The system for gathering and sharing information to help identify children's current stage of development at home is not yet fully effective.
- The processes management currently use in supporting staff in their practice are not yet used consistently throughout.

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 children's play and staffs interaction with children in pre-school room, school hall and music room.
- The inspector talked with staff, some parents and held discussion meeting with manager.
- The inspector examined a range of documents, including those demonstrating staff's suitability, samples of children's records and development plans.

Inspector

Sara Frost

Full Report

Information about the setting

Ivybridge Pre School opened in 2011 and moved to the current premises in 2012. The pre-school is privately owned and operates from a designated classroom within The Erme Primary School in Ivybridge. Children have access to a secure enclosed outdoor play area, the school hall, music room and the ICT suite. There are currently 42 children on roll, aged from two years to four years. The pre-school is in receipt of funding for the provision of free early education for two, three and four year olds. The pre-school also provides care before and after school for children up to the age of 11 years. It supports a number of

children who speak English as an additional language. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open Monday to Friday from 7.30am to 6pm term time only. There are eight members of staff, including the manager, who work directly with the children; of these, seven hold appropriate childcare qualifications. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen partnerships with parents to increase the amount of initial information gathered to aid planning opportunities and fully identify children's starting points
- consider ways to monitor each member of staff's practice and development consistently, for example, through a regular appraisal system to identify areas of professional development.

Inspection judgements

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

Children are actively engaged in playing and exploring as staff organise resources and themselves effectively well. Staff skilfully interact, extending children's ideas. This means children become engrossed in their activities and remain at them for a good deal of time. Staff use visual displays, obtain and use key words in children's first language to support communication. Therefore, all children develop good skills for their future learning. Staff plan a range of activities to promote the development in all areas for each individual child. Discussions consistently take place throughout activities between adults and children, with staff encouraging children to listen to each other. This further encourages children's communication skills. Children hunt for items around the room, discussing how they look bigger through the 'spy glass' or 'magnifying glass'. As children discuss which is the correct term to use, staff gently explain the terms spy glass or magnifying glass can both be used, extends children's vocabulary by using the right description.

Children have daily opportunities to enjoy some form of physical exercise, either in the school hall or outside. They eagerly and excitedly enter the music room where they have access to a variety of instruments. Children use their hands and a range of beaters to create sounds. Staff encourage children to describe what they hear, discussing high and low pitch. Children relish in making their own loud and soft sounds, playing the instruments quickly and slowly. They listen to each other as they sound out their names

using their musical instruments. Children enjoy role-play, making cups of tea and preparing food to share with the adults. They exchange giggles as adults respond to being told they put salt in their pretend drink. Staff promote mathematics in various ways, for example, by counting the boys, then the girls and adding both together. Using 'Russian dolls' and various size boxes as children stack or place one inside the other, helps children learn about capacity in a fun way. Staff effectively organise story time to benefit the older and younger children, maintaining children's interest and limiting distractions.

Staff share information with parents so that they are aware of their child's progress. However, information initially obtained from the parents when children start at the pre-school is predominantly around children's care routines. This limits the initial planning for children's individual development. Children are familiar with the inside of the school building as they regularly use the computer suite, hall and music room. In addition weekly exercise sessions are jointly organised with the foundation stage class and teachers. By working closely together with the host school, this aids and supports children's transition later on.

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

Children and parents are warmly welcomed as they enter the well organised room. Children get a sense of feeling secure as staff readily greet everyone with smiles and conversation. As a result, children are able to feel safe and be happy in this friendly environment. Children's behaviour is good. They show kindness towards one another. They are very polite, using please, thank you and excuse me at appropriate times. Overall, children share well and know that they need to take turns, for example, when playing with the toy tractors or using the computer. The key person enables staff to gain a better understanding of individual children's needs and helps children to develop attachments. A buddy system is also in place to support the key person to make sure each child has consistent levels of care and education.

At snack time, children can choose from milk or water. As they pour out their chosen drink, staff are ready to support those who need help to achieve this task. Children are further encouraged to learn how to handle utensils correctly and safely as they help to prepare snack, such as cutting up apples with knives. For those children who stay over the lunch time period, parents have the option of purchasing a school dinner or providing children with a packed lunch. Lunch time is a very unrushed social occasion where children and staff sit together at the tables in small groups and engage in conversation. Throughout the session children's drinking bottles are easily accessible so they can help themselves when they get thirsty. Children learn about the importance of keeping healthy and good hygiene practices, as staff effectively support them in this process. For example, children blow their noses and dispose of tissues in the bin and discuss why they need to wash their hands before eating meals. Children recognise the changes in temperature around them and talk about the need to wear warm clothes when it is cold.

Children learn to keep themselves safe in the pre-school environment, responding to staff as they explain how to sit sensibly on a chair. They listen and follow examples, such as

stretching their arm out wide to aid their balance as they walk along the wooden beams. Younger children seek support of the reassuring adult hand as they jump down at the end.

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

Staff demonstrate through discussion and documentation they have a secure knowledge of the welfare and the learning requirements. As a result, they effectively engage with children to make activities fun and interesting. All staff demonstrate a good understanding of safeguarding issues. They know the process to follow if they have any concerns regarding the welfare of the children in their care and regularly attend training to refresh and update their knowledge. Staff conduct written risk assessments and complete daily visual checks to ensure all areas children use remain safe. Security is given a high priority. The main gate is secured when the session is running, a bell system is in use to gain staff's attention, and doors are kept locked and monitored as parents arrive and depart.

Children enter a well resourced environment. Since moving to the new premises, the staff team consistently review the organisation of the room in order to provide an environment where children can freely and safely play. Resources are well labelled and presented in a way which allows children easy access. As a result, children can make their own choices in play and this promotes their independence.

Clear processes and procedures are in place to ensure staff are suitable to work with the children. All relevant checks are undertaken and all new staff undergo an induction process. This ensures they are familiar with the day to day practices and the pre-school's policies and procedures. The manager is able to observe and monitor staff's practices on a daily basis. Appraisal systems are in place and used to identify areas for future training needs. However, this process is not consistent for all members of the current staff group. Regular meetings held with staff are used to monitor the educational programme and individual children, and for all staff to suggest improvements. The manager also seeks feedback from parents in relation to the service they provide through use of questionnaires. Areas raised by parents are acted upon, for example, protecting the underneath rails of the wheelchair access. The pre-school responds to complaints or concerns raised by parents. Taking into consideration the practicalities and finding the best solution available, such as the issue of disposing of nappies.

The nursery works well with parents sharing children's achievements, through learning journals, daily discussion and sharing the assessments for the two-year olds. Parents state how supportive staff are. Systems are in place for children who attend other settings to share information and provide a consistent approach to aid children's development.

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
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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	EY452048
Local authority	Devon
Inspection number	808379
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	42
Name of provider	Nicola Moyses
Date of previous inspection	Not applicable
Telephone number	07787977504

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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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