

Ogwell Pre-School

Ogwell Memorial Hall, East Ogwell, Newton Abbot, Devon, TQ12 6AJ

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| Inspection date | 14/02/2013 |
| Previous inspection date | 07/03/2012 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 3 |
| 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 enjoy the care and support of adults who know how to provide them with activities and extend their learning and understanding. As a result children are active learners who concentrate well overall.
- Good links with parents enable staff to make more accurate assessments of children's progress and plan more targeted activities for future learning
- All members of the staff team have a secure understanding of their safeguarding responsibilities to promote the safety of children in their care.
- Staff plan a broad range of activities that children enjoy and that promote their learning in all areas.

It is not yet outstanding because

- Staff do not always organise all sessions to meet the needs of more active children and they are not fully engaged at all times.

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 playrooms.
- The inspector held discussion with the manager and members of the staff team during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at a range of documentation including self-evaluation documents, risk assessments, children's records, and planning.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Leorna Mathias

Full Report

Information about the setting

Ogwell Pre-school has been registered since 1970 and is run by a committee. It operates from the memorial hall of the village of East Ogwell, near Newton Abbot, Devon. Children have use of three rooms in the hall. There is a small outdoor play area. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts

of the Childcare Register. There are currently 33 children on roll in the early years age range. The pre-school is open from 9.15am to 1.15pm on Mondays, Tuesdays, Wednesdays and Fridays and from 9.15am to 11.45am on Thursday. The pre-school employs five staff. One has both Early Years Professional and Qualified Teacher status and another is working towards the Early Years Professional Status qualification. A further two staff hold a level 3 qualification. The remaining member of the team 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:

- further develop organisation of sessions to fully engage more physically active children.

Inspection judgements

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

Children thrive in an environment where staff work hard to meet their individual learning needs. Adults have a secure understanding of the Early Years Foundation Stage. They make very regular observations and assessments of children's progress. They combine these two elements to plan and provide a range of interesting and appropriately pitched activities overall. Planned activities effectively promote the next stage for each child's learning. Staff share records of children's progress with parents, who then have opportunities to share their own knowledge of their child. Parents also receive good information about the running of the provision. Good links enable staff to make more accurate assessments of children's progress and plan more targeted activities for future learning.

Children are keen to participate in activities that staff carefully plan and deliver. Staff offer good quality resources so that children enjoy many opportunities to design, make and create. They piece together valentine's cards from a range of craft items and make lanterns in to celebrate Chinese New Year. Children enjoy meaningful opportunities to learn about the world around them. For example they talk and play with members of the Fire Service who visit the pre-school, and take part in activities that reflect the home cultures of children at the pre-school. Staff prioritise reading and sharing throughout the session so that children make frequent use of the book corner, and enjoy a large range of stories.

Staff ensure that all children receive good amounts of one to one or small group support for their play. Staff promote children's understanding of how to link letters and sounds, and their understanding of numbers, through small group tasks. Staff also work individually with children to develop these skills which will support them for future learning, for example at school. Children access role play resources that fire their imaginative play, and use information technology appropriately with good adult support. Children take part in well-organised cooking activities, taking turns to weigh and mix and cut out heart shaped biscuits. Children develop their smaller muscles and learn to use equipment safely as they cooperate with their friends.

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

Relationships between children and staff are clearly very positive. The staff team work hard to ensure all children settle quickly into the life of the group. They clearly prioritise the wellbeing of every child. Most children are able to be fully engaged throughout sessions. However, staff acknowledge that, at times the overall organisation of some sessions does not always meet the needs of more active children, and their behaviour can deteriorate as a result. However, the team are quick to offer support for individual children throughout the session, and are able to re-engage them in purposeful activities. All children are given consistent support as they learn to be part of a group, to share, and take turns.

Children are making good progress in their understanding of how to be healthy. Staff offer a good range of resources that promote the development of their physical skills at the majority of sessions. Staff give children consistent support for hand washing, and older children are developing an understanding of why this is important. Staff support parents to provide healthy snack and lunch items, working closely with them. The pre-school has recently increased the rigour of its risk assessment programme, ensuring that children are safe and well supervised at all times. The pre-school works closely with the management of the building to ensure improvements are made where necessary. Staff closely monitor access to the provision during operating hours to protect the children from unauthorised persons.

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

The new manager has good self-evaluation skills and a proactive attitude to continuous improvement. She has engaged the whole staff team in making positive changes in a short space of time. She has carefully assessed the strengths and weaknesses of the pre-school. She acknowledges that she has not fully addressed all the needs of more active children by her action plans, but she has accurately evaluated the provision in all other areas and identified targets for improvement. She quickly addresses the majority of issues. The manager has also make good use of local authority support, as she defines and delivers her clear vision for the group. She supervises staff well and meets their training needs promptly to promote their good practice.

All members of the staff team have a secure understanding of their safeguarding responsibilities, knowing how to take action if they have concerns. Documentation, policies and procedures that underpin the meeting of children's welfare needs remain in line with recent legislation as they have recently been reviewed and updated. Parents are aware of how to access these policies, and enjoy a good flow of information through their child's key worker. This ensures that children receive good continuity of care. In addition, pre-school staff are growing partnerships with the nearby primary school where most children will go. Although she has only been in her role for a short time, the manager works hard to forge links with outside agencies and professionals who can assist in supporting individual children, such as those with possible special educational needs and/or disabilities.

The Childcare Register

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| 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

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| Unique reference number | 106187 |
| Local authority | Devon |
| Inspection number | 813279 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 26 |
| Number of children on roll | 33 |
| Name of provider | Ogwell Pre-school |
| Date of previous inspection | 07/03/2012 |
| Telephone number | 0777 9210862 |

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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