

# Devizes Pre-school

Southbroom Infants' School, The Green, Devizes, Wiltshire, SN10 5AA

<b>Inspection date</b>	16/07/2013
Previous inspection date	08/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 feel confident and secure in the pre-school. They demonstrate this through the positive relationships they develop with staff and the happy and settled manner in which they play.
- Staff effectively organise children's care routines. They make sure they have time for rest, refreshment and active play. Children develop independence in managing their own personal needs.
- Toys and resources are well-presented at children's level, so that they become confident in making their own decisions and choices. This means that children become increasingly independent.
- Children are offered a wide range of activities which include their interests, and are appropriate for their age and stage of development. As a result, children are making good progress in their learning in readiness for school.

### It is not yet outstanding because

- Staff interaction at group times is not effective in supporting children's engagement in the activity.
- Strategies to engage parents in supporting their children's learning and development, in the home and pre-school, are not fully effective.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 rooms and the outside area.
- The inspector held discussions with the manager, staff and parents.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and the pre-school self evaluation.

## Inspector

Karen Prager

## Full Report

### Information about the setting

Devizes Pre-school Playgroup opened in 1968, and has been on the present site since 1998. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from within the grounds of Southbroom Infants School in Devizes. The pre-school serves the local area of Devizes and surrounding villages, and is committee-run. There are currently 53 children on roll. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school makes provision for children who have special educational needs and/or disabilities. The group opens five days a week term time only, from 9am to 3pm. There are 15 members of staff who work a variety of sessions with the children, nine of whom hold relevant Early Years qualifications. These range from National Vocational Qualification (NVQ) level 6 (EYP), to NVQ level 2. There are three staff working towards a relevant qualification. The group receives support from the Early Years Development and Childcare Partnership.

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

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

- improve the deployment of staff to that all children become engaged and feel included at group times
  
- develop strategies to engage parents who may be more reluctant to engage in their children's learning.

### Inspection judgements

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

Children are settled happy and ready to learn because staff provide a calm, welcoming and stimulating environment. Staff understand that children learn through their play and the daily routine has a good balance of child-led and adult-directed activities. Children generally show that they are keen to be involved and are motivated to learn. As a result all children make good progress towards the early learning goals, including those with special educational needs and/or disabilities. This prepares them well when they move on to school. Staff generally engage effectively with children during the free play time. They talk about the models they are making with the dough, and support them in their use of the computer. However this positive interaction is not consistent. For example, during group activities some staff show they are reluctant to join in and this, in turn, does not

encourage children to participate. Staff follow the children's interests to inform their planning. For instance, when some children feel that some music sounds like a monster coming staff invite children to create their own monster using 'junk' boxes.

The provision for writing has improved since the previous inspection and children now are keen to write. They learn that writing has a purpose, for example older children write 'w' when noting that a staff member would like a drink of water. Outside children use chalks and make marks in a variety of media. Staff place numbers around the room to children learn to recognise them and use number in their every day activities. For example, they count the pieces of fruit they may have at snack time.

Generally good communication channels mean that parents are well informed about the care and education their children receive. Staff talk to parents about what their child can do when they first start to attend. Staff also make themselves available to talk to parents when children arrive and leave each day and parents are invited to talk with staff about their children's development. However, these strategies have not been fully effective in motivating parents to engage in their children's learning. Staff are aware of the need to assess children's progress when they are two years old and to share this with parents. Staff assess the progress of children of all ages who attend and a summary assessment sheet is given to parents for all children three times a year.

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

Children settle well when they arrive which demonstrates that they feel safe. They confidently approach staff and talk with their friends. The staff sit with the children as they play and get to know their key children well. Children behave well and learn to play co-operatively. They take turns being the daily helper and are keen to ask staff what drink they would like. Children all help to tidy away the toys when they have finished playing with them. These skills help children to be confident and well prepared for the next stage in their learning.

Staff change children's nappies regularly so that they are comfortable and older children are well supported as they begin toilet training. Children know why they must wash their hands before they eat, and most children do this without prompting. Children develop a good understanding of why it is important to eat a healthy diet and be physically active. Staff talk with children about the food they have in their lunch box, and children learn which foods they eat first and which foods are 'treats'. The children sit together to eat and talk with each other making these a relaxed and sociable occasion.

The playroom is bright and welcoming with appropriate sized equipment and open storage for children to select what they want to play with. Children benefit from playing outdoors each day. Staff provide a suitable range of resources and children chose bikes from the shed. They provide children with warm clothes for outdoor play in the winter and have taken some steps to provide shelter from the sun in the summer. This helps to keep children healthy and provides a positive learning experience for the children.

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

The manager demonstrates a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff have a good understanding of the policies, procedures and other documentation, which successfully promotes children's welfare. The manager takes robust steps to maintain relevant records and policies. The management committee takes an active role in overseeing any change to policies and in the ongoing development of the quality of provision. Staff deliver engaging activities across all areas of the educational programmes so that children progress well towards the early learning goals. There have been some recent changes to the staff team. The induction for new staff is effective and they are developing a secure understanding of the policies and procedures. Systems to monitor the learning of individual children and to inform the planning for their next steps are effective overall as staff know their key children well. This means that appropriate support is provided for children's ongoing language development. There is a recently introduced system to monitor groups of children which is still being embedded.

Children are safeguarded effectively and procedures for vetting staff are robust. All staff complete safeguarding training and are knowledgeable about the procedures to follow should a concern arise. The environment is risk assessed on a daily basis and staff take action to minimise any risks to children. The manager observes staff, as they work, to monitor their performance. Staff are offered professional support to develop their practice. A formal system for staff appraisal is in place. There is an effective system for evaluation of the provision. The manager takes the views of staff, parents and children into account when identifying areas to develop. Effective action is then taken to drive ongoing improvements, for example, by improving the provision for children to develop skills in writing.

The welcoming staff establish good partnerships with parents who speak highly of the care and support provided for their children. The manager is aware of the benefit of sharing information with other settings that children attend and partnerships with other professionals are well developed to support children with additional needs. The manager is proactive in seeking to develop these links, such as when children make the move from pre-school to school

### 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 action. 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>	146049
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	901498
<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>	28
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Devizes Pre-school Playgroup Committee
<b>Date of previous inspection</b>	08/05/2012
<b>Telephone number</b>	01380 728007

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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, which are usually the childminder's 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  
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