

# Puffins at Beer Pre-School

Mare Lane, Beer, Nr Seaton, Devon, EX12 3NB

## Inspection date

12/09/2013

Previous inspection date

05/05/2011

## The quality and standards of the early years provision

**This inspection:**

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

- Experienced staff support children in their learning and development, which enables them to make secure progress in all areas of learning.
- The pre-school has a strong partnership with the school. This prepares children well when they move on to school.
- Staff know each child well. This enables staff to securely meet children's individual needs. As a result, children are confident and feel safe and secure.
- Children are eager to learn and concentrate well at their chosen task.

### It is not yet outstanding because

- Children do not always have a variety of resources to use outside to support them as they explore and investigate.

## **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 playroom and the outside play areas.
- The inspector undertook a joint observation with the manager.
- The inspector sampled children's assessment records, policies and procedures, including safeguarding documentation.
- The inspector held discussions with the manager, staff and talked to the children.

## **Inspector**

Sally Hall

## Full Report

### Information about the setting

Puffins at Beer Pre-School registered in 2002. It is a committee run setting, which is situated in a building adjacent to the Church of England Primary School, in Beer, Devon. There is one main playroom, with adjoining toilet and kitchen facilities, and outdoor hard and grassed areas. In addition, the pre-school also have access to the school hall, football field and playground. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They are open every weekday during term time only from 9am until 3.30pm. A lunchtime club operates between 12pm and 1pm. Children attend for a variety of sessions. There are currently 23 children on roll in the early years age group. The pre-school cares for children who learn English as an additional language and children with special educational needs and/or disabilities. There are six members of staff employed, of which five members of staff work directly with the children. These staff hold relevant early years qualifications.

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

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

- increase the use of resources for outside play to enable children to more actively explore and investigate as part of their outdoor experiences, for example, by using magnifying glasses.

### Inspection judgements

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

Children have a welcoming and safe environment in which to play. This supports them to settle quickly and engage in play. There is an effective key person and 'buddy' system in place. This provides continuity of care and ensures that children are well supported as they play. The staff have a good rapport with the children and know all the children very well. They know the children's likes, dislikes and interests. They use this information effectively to support their planning and to provide valuable learning opportunities for children. They have recently reviewed their systems for completing their observations and assessments on the children. The children's progress is shared with parents so they can support their child's learning at home. Children are keen to learn and concentrate at their chosen task. They are encouraged to be involved in decision making of where they want to play and what they want to do. Children are confident to say when they want to return indoors from outside play. This is supported very well by the staff so as not to impact on the enjoyment of the children who are keen to continue exploring and investigating

outside. Children have a beautiful garden in which to play. They are supported very well to learn about nature and how things grow, such as sunflowers and what will happen next. Children enjoy picking herbs squeezing them in their hands to release their smell. They eagerly look for mini-beasts under logs. However, they do not always have resources accessible outside to extend their learning, such as magnifying glasses, and pens and pencils.

Children enjoy playing with musical instruments and participate eagerly in action songs. They are familiar with the routine for the day and show concern if a friend is upset. The staff use sign language with the children, who confidently sign back. This supports children to be able to communicate with their friends who have limited language and children with English as an additional language. Children enjoy action songs and confidently ask to sing their favourite songs. They have a good range of books to choose from and listen well at story times.

The staff interact well with the children as they play. They ask good questions to extend children's thinking, giving them time to respond. Children develop their early mathematical skills as they play and during naturally occurring situations and everyday routines. For example, at snack time children count the cups and how many children there are. Children learn about their local community with outings, visits to the local park, local walks and going to the beach for 'scavenger hunts'. They celebrate festivals throughout the year and learn about the changing seasons. This supports their understanding of nature and the wider world, supporting their knowledge of diversity. The pre-school have a strong partnership with the school and join in with school activities. This supports children with a good basis for starting school.

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

There are secure systems in place to introduce new children to the setting with induction visits prior to them starting. This supports children to leave their parents confidently and enables them to quickly become familiar with the routine. The children are supported well in being independent in self-care, with gentle reminders from the staff to their wash hands and good discussions on healthy eating. The children are reminded of the importance to share and take turns as they play. They respond to instructions well. For example, when the whistle is blown to get their attention, such as to help to-tidy-up. Children receive consistent praise and encouragement. They behave well and are familiar with the routine to support them to feel safe and secure.

Meal times are very social occasions. Children can bring a packed lunch or have a meal provided by the school. The staff sit with the children promoting good social skills. Children are given plenty of time to enjoy their meal and confidently pour their own drinks. They benefit from fresh air each day with the use of two play areas and the school grounds. This supports their physical development effectively. Children are supervised well at all times while being able to be involved in an element of risk taking. For example, climbing the bank to get to the slide rather than taking the easy option of using the steps. Children show a sense of satisfaction at their achievement whilst members of staff are

nearby to give support as necessary.

Children are developing good skills to support a good foundation in readiness for starting school in a caring environment. They have access to a good range of toys and resources to support them as they play. They are supported well by staff who provide very positive role models.

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

Staff and the committee have a secure understanding of their responsibilities to meet the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. Staff have a proactive approach to promoting children's safety and security at the setting. Children are supervised well at all times. Comprehensive risk assessments are completed and regularly reviewed. There are good systems in place during arrivals and departures to ensure that children are safe and their play is not interrupted. Children's attendance is recorded and a visitors log is maintained so it is clear who is in the building in the event of an emergency. There are clear recruitment and induction procedures in place to ensure that staff are clear of their roles and the settings policies and procedures. Regular supervision and appraisals are conducted. These are used to identify any training needs and to support staff's ongoing professional development. The staff have all completed safeguarding training and they are clear of the procedures to follow in the event of a child protection concern. Consequently, this safeguards children's welfare strongly. The manager has completed a self-evaluation to monitor the pre-school's performance. This accurately identifies their strengths and areas to build on to consistently drive improvement.

Strong partnership with the school and good links with other settings that children attend enable staff to successfully share information. This provides a shared approach to children's learning and development. Parents' are warmly welcomed on arrival by staff and are kept well informed about the progress their child is making. They are able to see their child's learning journals, which includes observations and assessments on the children including their next steps in learning. Good links are in place with outside agencies to support children with special educational needs and/or disabilities, and those who speak English as an additional language. This ensures that every child's needs are met to support them to develop to their full potential. The staff provide a fully inclusive provision. For example, they support children who speak English as an additional language by learning key words in a child's own language so that they and their parents are supported.

### **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>	EY217314
<b>Local authority</b>	Devon
<b>Inspection number</b>	924866
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Puffins at Beer Pre-School Committee
<b>Date of previous inspection</b>	05/05/2011
<b>Telephone number</b>	01297 20403

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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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