

# Sara's School

Tedburn St. Mary Village Hall, Tedburn St. Mary, EXETER, EX6 6EB

<b>Inspection date</b>	19/09/2013
Previous inspection date	05/12/2012

<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

- Staff know each child well. This enables staff to meet children's individual needs successfully.
- Children are eager to learn and concentrate well at their chosen tasks. They are making good progress in their learning and development.
- Children have access to a good range of toys and resources, with which they can safely play.
- Staff have built good partnerships with parents and outside agencies, which ensures children's learning and care has continuity.

### It is not yet outstanding because

- Staff do not consistently promote the educational programme for literacy missing opportunities for children to develop their early writing skills and learn the sounds that letters make.

## 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.

## Inspection activities

- The inspector observed activities in the hall.
- The inspector sampled children's assessment records, policies and procedures, including safeguarding documentation.
- The inspector held discussions with the proprietor and staff.
- The inspector spoke to some parents.

## Inspector

Sally Hall

## Full Report

### Information about the setting

Sara's School (pre-school) registered in 2012 and is privately owned and managed. The owner is also a registered childminder. The pre-school operates from the village hall in the rural village of Tedburn St Mary, approximately seven miles from Exeter, Devon. The pre-school has sole use of the main hall, kitchen and toilets, during operating hours. Children have access to a small enclosed outdoor play area. The pre-school is registered on the Early Years Register and is open Tuesday to Friday from 9.30am to 3pm term-time only. There are currently 14 children on roll in the early years age group. The pre-school receives funding to provide free early education for children aged two, three and four years-old. The pre-school supports children learning English as an additional language and also children with special educational needs and/or disabilities. Three members of staff work with the children, including the owner. Of whom, two hold a Level 3 early years qualification and one 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:

- provide more opportunities for children to practise their early literacy skills, for example, to attempt to write their names on their work and to learn the sounds that letters make.

## 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. The room is set up well in readiness of their arrival with a good range of toys and resources. The children and parents are warmly welcomed and the children are familiar with the routine. They confidently find their name and quickly settle, choosing what they would like to play with. The staff have a good rapport with the children and interact well with them as they play. The children have a key person but all staff know the children well because they are a small group. The children have a good introduction to the morning at circle time. This supports them to be well prepared for the planned activities and to be involved in decision making of what they would like to do and where they want to play. Staff complete observations and assessments on the children and use these effectively to support children's next steps in their learning and to support their individual interests. Consequently children are making good progress in their learning and development. The children's progress is shared regularly with their parents so they can support their children's learning at home.

Children have well planned activities set up, such as a craft activity to create bedrooms. They have a good range of resources and materials, which they select and use according to their own design ideas and imaginations. They chat happily with their friends as they play commenting on what each other is doing. They can readily use pencils, crayons and paper to support them as they play. However, they are not always encouraged to attempt to write their own name on their work or to learn the sounds that letters make. Children enjoy stories and singing songs. They learn problem solving by completing puzzles. They have weekly visits out in the community including to the Post Office to post cards to their parents. They enjoy learning about nature searching for bugs and investigating them closely with magnifying glasses. The staff sit alongside the children as they play asking questions to extend the children's thinking. For example, they ask what the caterpillar may turn in to. They give children plenty of praise and encouragement this builds their self-esteem and confidence.

Children celebrate festivals throughout the year to support them to gain an understanding of the wider world and diversity. They have regular visits out in the community and local walks. Children are encouraged to help at home and share what they have been doing. For example, a child is keen to say she has been cooking at home helping her mum. They learn about 'people who help us' and are encouraged to help each other. The children are eager to learn and say what they have enjoyed doing during the session, such as building an aeroplane and playing in the role-play corner. This information is used by the staff to ensure that toys are set up in future that the children enjoy playing with. All the children, including those who are learning English as an additional language, are confident to share what they have brought in from home at 'show and tell' with their friends and share their home news. This supports them to become skilful communicators. The children are learning the skills they need to build a good foundation in readiness for starting school. They are also supported well with changes in their lives such as having a new sibling.

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

Children are happy and settled in the pre-school. They behave well and respond to instructions. For example, when the tambourine is shaken to get their attention such as to help to tidy-up or for 'circle time'. The children enjoy a cafe style snack time being reminded when it is open and due to close. They confidently serve themselves using spoons, tongs and knives to cut their fruit and pouring their own drinks. They are familiar with the routine to wash their hands before snack and confidently wash up their own dishes. This supports their independence. The children bring a packed lunch and know to eat their savoury items first. The staff sit with the children promoting good social skills.

The children benefit from fresh air each day with the use of a small well-equipped area to the side of the hall. A safety check is made before it is used and children are able to move freely between the indoor and outdoor play areas. The children have a 'wake and shake', music and movement session after circle time which they actively join in together with the staff. This supports their physical development effectively. Children learn about keeping themselves and each other safe as they play. For example, they know not to run indoors

and during craft activities they learn how to use scissors safely. There are good systems in place for the key person to liaise with parents, to ensure consistency of care. Good partnership working also takes place to support children with special educational needs, for example, staff work closely with the local children's centre to implement individual education plans. In this way all children receive the care they need and make good progress in their development from their different starting points.

Children are developing the skills they need in readiness for starting school. They confidently leave their parents on arrival and share and take turns well. They have a happy and caring environment in which to play. This supports them to be confident in making new friends. They also join in with school activities throughout the year. This helps them to become familiar with the school environment.

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

Staff have a proactive approach to promoting children's safety and ensure they are supervised at all times. The staff work well together and have a secure understanding of the Early Years Foundation Stage requirements and how children learn through play. Risk assessments are undertaken and regularly reviewed to monitor a safe environment for children to play. The fire drill is practised with the children so they are clear of the procedure to follow in the event of an emergency. The staff have completed safeguarding training and are clear of the procedure to follow in the event of a concern. Comprehensive policies and procedures are in place and followed to support children's health and well-being and to help them to become confident in self-care. This includes suitable arrangements to make sure that children who wear nappies are changed regularly, to ensure their comfort. The children are supported by the proprietor and two members of staff who have appropriate childcare qualifications. There are clear procedures in place in the event of appointing new staff and staff have supervision and appraisals to monitor their on-going suitability.

Useful information is completed when children first start so the staff know the children's likes and dislikes and gain an understanding of their starting points. They seek children's views about what they like doing and use them to support their individual interests and planning for their future learning. The required parental consents are in place and staff ensure that children's records are kept confidentially. Children's and staff's attendance is recorded and also visitors so it is clear who is in the building.

Staff have a good partnership with parents working closely with them to meet the needs of children. There is a good exchange of information each day. This supports continuity of care. The parents spoken to on the day of the inspection stated that they feel well-informed of the progress their children are making. The pre-school have good links with the local school and other settings that children attend to provide a shared approach to children's learning and development. The staff work closely together sharing ideas to support their planning and to monitor and evaluate their practice to strengthen outcomes

for children.

## 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>	EY448999
<b>Local authority</b>	Devon
<b>Inspection number</b>	927288
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Sara Louise Smale
<b>Date of previous inspection</b>	05/12/2012
<b>Telephone number</b>	01647 61494

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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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