

Heavitree Community Pre- School

South Lawn Terrace, Heavitree, Exeter, EX1 2SN

Inspection date	21/10/2013
Previous inspection date	15/02/2011

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

- The indoor and outdoor learning environments, coupled with effective planning and assessment, provide children with an interesting and stimulating range of activities that involves them and builds on their natural curiosity and interests.
- The management team is effective, which supports the overall day to day running of the pre-school, while maintaining children's safety, experiences and developmental progress.
- Children develop good independence, self-esteem and self-confidence as they are consistently praised and encouraged. Children form secure, emotional attachments because of the sensitive and skilful support they receive from the staff.
- Staff keep parents well informed about all aspects of their children's care and learning. This communication builds trusting relationships and provides continuity in their care.

It is not yet outstanding because

- Staff do not promote aspects of early mathematics as well as possible outdoors with regard to the investigation of measurement.
- Children have fewer opportunities to use technology to support their imaginative play, when acting out real life situations.

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 all areas used for learning.
The inspector looked at children's assessment records, general information and records, including information about the children, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation processes and a range of other documentation, including the complaints procedure.
- The inspector held meetings with the operations manager and the play leader.
- The inspector also took into account the views of parents spoken to on the day of the inspection.
- The inspector spoke with the staff and children and carried out a joint observation with the play leader.

Inspector

Marie Bain

Full Report

Information about the setting

Heavitree Community Pre-School re-registered in 2010 to operate from a new purpose-built provision within the grounds of St Michael's Church of England Primary School, in Exeter, Devon. Children use one main playroom. There are kitchen and toilet facilities. There is an enclosed outdoor area to the rear which is partially sheltered. The pre-school visit the adjoining school to use their facilities.

The pre-school is registered on the Early Years Register. The pre-school is run by a committee. There are currently 53 children on roll in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. The pre-school opens on Monday to Friday from 9.15 am to 3.30 pm, during term time only. Children can attend a variety of morning or afternoon sessions, with or without lunch time included. The pre-school supports children who speak English as an additional language and those with special educational needs and/or disabilities.

The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications ranging from Early Years Professional Status to level 3.

What the setting needs to do to improve further

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

- extend further opportunities to promote aspects of children's mathematical development in regard to measurement when outdoors

- enhance children's opportunities to act out real life experiences, such as through use of technology during role play.

Inspection judgements

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

Children thrive in this very caring and inclusive pre-school. Staff recognise the uniqueness of each child and plan to support all children's progress towards the early learning goals. The relationship between the key persons, the children and their parents is highly effective in ensuring good outcomes for all children. The liaison between the key workers, parents and other providers of the Early Years Foundation Stage contribute well to children's inclusion and the ongoing identification of their individual needs.

Staff work very hard to make the most of all indoor and outdoor spaces, and resources to provide an interesting and stimulating environment built around the children's current and ever changing interests. The effective key person system underpins the staff team's in depth knowledge and understanding of individual children. They make perceptive observations and assessments of the children to plan interesting activities that cover all areas of learning and take account of children's interests, starting points and abilities. The activities offered provide ample scope for children to have fun and supports the good progress they make.

Staff have embraced the principles of the Early Years Foundation Stage. Staff value children's contributions. The children become confident and articulate speakers; they express their views and engage in conversation with friends and adults. Staff are particularly skilled in talking to children, listening to them carefully which enables them to respond to children's ideas by asking questions and encouraging thinking. Staff use sign language, a visual time table, other visual aids, showing a strong focus on communication. Children learn new vocabulary from their experiences. This approach supports children settling in during their early days of joining the pre-school, as well as supporting those with special educational needs and/or disabilities. There is a flexible attitude towards implementing planning and following children's interests, which helps settling in processes.

Staff make good use of the outdoor area to help all children learn. They have ongoing opportunities for practising early writing through using suitable implements every day indoors and outside, which supports learning for those children who learn better when outdoors.. These experiences help children gain useful skills for the future, such as the move to school. Exploring and learning about the natural world are integral to children's outdoor play experiences. In the front outside area, children are involved in planting fruit, vegetables, herbs and flowers. The 'bug house' gives the children the opportunity to build a suitable home for insects and observe their movements. Such experiences help children learn about the natural world. Children benefit from having use of the outdoor play area all year round because part of the area is under shelter. While there is a good range of resources overall outside, such as instruments, writing materials, and items to support dramatic role play, there are fewer opportunities taken to support investigation of measurement and length to support the programme for children's early mathematical development.

Children explore and experiment with different substances, such as vinegar and bicarbonate of soda; water and bubbles, jelly and flour to see changes through using all their senses. Children develop a love of books. They enjoy sitting on the comfy cushions and sofas in the story and reading room and 'reading' stories to each other. The superb range of story bags and boxes enhances children's language development and creative thinking because they use these to tell their own stories. A library scheme is well established, where children can borrow books and puzzles to share with their parents at home.

There is an excellent balance of child-initiated and adult-led activities. For example, staff split the children into smaller groups for story time, dependent on children's age and ability. There are opportunities within these smaller groups for real-life experiences, such as woodwork, simple cooking and gardening experiences. All these help children develop

useful skills through purposeful play. Although children have opportunities to use technology, such resources are not readily available to support children's imaginative play, for example in the role-play area. Children develop social skills as they work together to negotiate how resources work.

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

Children are confident, happy and well settled. They make choices throughout the sessions, as they independently select the resources and activities they prefer. They make good use of the available space, including outdoor activities. They build positive relationships with staff and other children. The bright and very welcoming indoor environment has well equipped play areas, which help children to focus and encourage them to initiate play of their own accord. Children settle quickly because they are warmly greeted by staff, who are kind and friendly. As a result, children separate from their carers with confidence and settle quickly. This demonstrates their sense of belonging. Children play in a stimulating environment. Staff work hard to make the learning environment aesthetically pleasing to children. Children access an extensive range of high quality resources from coloured boxes, which generally offer children exciting learning experiences that motivate them well.

Children develop a good awareness of a safe and healthy lifestyle. Daily opportunities for exercise are available in the outside area where children develop skills in pedalling, manoeuvring, climbing and balancing. The outdoor area is an important part of pre-school life and children have many opportunities to play outside in the fresh air. This helps children to have a positive attitude to outdoor play. Children have the space to be exuberant and expressive in their movements. There is a wonderful buzz of excitement and fun as children climb on the climbing frames, and play football together. While pursuing this energetic play children learn how to play safely.

Children are developing many good personal hygiene practices. They wash their hands at appropriate times throughout the session. All children are developing good self-care skills, for example, as they find their coats on the pegs and are encouraged to put them on themselves. Children's understanding of healthy eating is promoted through planned activities and the provision of well-balanced snacks. All of the children sit in the dining area and are proficient at pouring their own drinks and helping themselves to fruit.

The consistent promotion of positive attitudes and behaviour from staff means that the children learn respect for others in a relaxed, calm and caring environment. As a result of the consistent support and positive promotion of learning through play and enjoyment, children contribute well to their own learning and personal development. The children learn important lessons, such as being kind to each other and taking turns in their play. Consequently, they mix well with others and play harmoniously throughout the session. Overall, children gain many important skills which help to set secure foundations for their future learning. They are encouraged to behave appropriately in order to keep themselves and others safe. Adults provide good role models for children, who feel valued and gain confidence and self-esteem through praise and encouragement. This ensures children

develop a positive attitude to learning.

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

Safeguarding is a priority at the pre-school. All the staff team have a most secure understanding of how to protect the welfare of children in their care and are able to implement the pre-school's safeguarding policy and procedures effectively. Safeguarding training is undertaken by all staff. Robust recruitment and vetting procedures ensure that all adults are suitable to work with children. Security arrangements are effective. Names of visitors to the pre-school are recorded so that staff can monitor who has access to the children. A secure system for the safe arrival and departure of children is implemented to ensure children are only released to an authorised person, further promoting their safety. Security is exceptionally well managed to ensure children cannot leave the premises unsupervised. Risk assessments identify possible risks to children in all indoor and outdoor areas and staff involve the children in the process.

Performance management systems ensure that each member of staff's strengths are valued, with targets set to improve weaker practice. Management currently monitors staff performance through appraisals. The newly appointed play leader demonstrates high expectations for her staff, and aims to support them to continually develop their knowledge and skills both through training, regular monitoring, and by valuing their individual expertise in specific areas of childcare. All staff appear happy and motivated in their roles which in turn impacts on their commitment to improve the quality outcomes for children. Self-evaluation systems work well. These include input by the management, staff, children and their parents. The day to day management of the pre-school is effective.

The staff have developed positive relationships with other providers of the Early Years Foundation Stage. The pre-school has built strong links with the adjacent primary school and make good use of the school grounds including the environmental area, chicken sheds and playground. This proximity supports children's eventual move to school because they are familiar with some of its facilities.

Equality and diversity is incorporated into all elements of practice. The staff team helps every child make good progress in relation to their starting points. The staff team's ethos of early intervention works effectively and stems from the knowledge and skills of the pre-school's special educational needs coordinator. Parents are consulted and kept fully informed as to what plans are in place to aid their children's development, including those parents whose children have individual education plans. Children's understanding of the differences between people in society is well promoted through activities, topics, posters and displays. Every wall has extensive displays of children's artwork, photographs of activities and informative posters.

Engagement with parents is positive. There is weekly written communication in the form of the home communication books and verbal two-way exchange each day of information

to ensure each child's needs are identified and met. Parents are involved in all aspects of pre-school, from management, helping during sessions, fundraising and social events. News letters are sent home regularly to inform parents of new information and forthcoming events, and a suggestion box is easily accessible for parents to add their comments if they wish. Regular parents evenings ensure all parents are aware of the procedures the staff follow at pre-school and give them an opportunity to ask any further questions about the general running of the group, hold discusses with their child' key person and view their child's learning journals. Through discussions with parents it is evident that they are happy with quality of the provision and have high levels of appreciation for the staff and the pre-school as a whole.

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

Unique reference number	EY410585
Local authority	Devon
Inspection number	936163
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	53
Name of provider	Heavitree Community Pre-School Committee
Date of previous inspection	15/02/2011
Telephone number	01392 426358

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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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