

Teignmouth Pre-School

Richard Newton Hall, Higher Buckeridge Road, Teignmouth, Devon, TQ14 8QP

Inspection date	16/01/2014
Previous inspection date	16/10/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and settled in a welcoming environment.
- Staff are positive role models for children's behaviour. Consequently, children behave well and learn to negotiate with each other.
- Staff establish positive relationships with parents /carers and other professionals in order to support individual children in a caring way.
- Staff encourage the contribution of parents and carers in the day to day running of the pre-school and value parents' views.

It is not yet good because

- Planning is not consistent and lacks detail. Next steps in learning are not always clearly identified.
- Staff do not always use opportunities to extend children's learning and therefore activities sometimes lack challenge.
- Staff do not always use daily routines as learning opportunities.

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 spoke to staff, children, some parents and managers.
- The inspector sampled documentations including policies, staff records, children's records and parents' questionnaires.
- The inspector and acting manager undertook a joint observation together.
- The inspector looked at and discussed children's assessment records and planning documentation.

Inspector

Annette Blundred

Full report

Information about the setting

Teignmouth Pre-school has been established for over 35 years and registered in 2004. It is managed by the Pre-school Learning Alliance. It operates from a community centre on the outskirts of Teignmouth, in Devon during term time only. The setting has use of a large hall which is all on one level, with kitchen, toilets, and small outside play area. The hall is easily accessible. The pre-school provides funded early education for two-, three- and four-year-old children. There are currently 26 children on roll. A total of four members of staff work at the pre-school and all have appropriate early years qualifications. The setting supports children who have learning difficulties and/or disabilities. Sessions run from 9am to 12 noon on Mondays, Tuesdays, Thursdays and Fridays. The afternoon sessions are from 12 noon to 3pm on Mondays, Tuesdays and Thursdays. The pre-school is closed all day on Wednesdays. Each Friday afternoon staff hold a parent and toddler group from 1pm until 2.30pm. The setting receives support from outside agencies including the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop more detailed systems for observing, planning and recording to consistently identify and plan for children's next steps in their learning, and to effectively share this information with all staff
- improve staff's understanding of planning and providing challenging and enjoyable experiences for all children based on more accurate assessment of their learning needs to enable them to make good progress in all areas of learning

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

- extend opportunities for learning during daily routines.

Inspection judgements

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

Children play in a welcoming environment with a range of resources indoors and in the outdoor play area to support their learning and development. Staff encourage children to self-register on arrival, this helps with their visual skills and name recognition. They are encouraged to listen during tidy up time and to take responsibility for the specific jobs which they are given. Staff emphasise good listening to develop concentration. There is a

good range of books for children to choose and they look at these independently or share them with adults. There are some labels and numbers around the setting so children are taught that print carries meaning. Similarly they experience numbers and counting both indoors and out. For instance, the play vehicles outside are allocated parking bays and the children estimate the size needed, decide on a number for the bay and write it with chalk. This promotes an interest in different aspects of mathematics.

Staff have knowledge of the areas of learning and provide activities to enable children to explore, try out new ideas and be creative. For example, children experiment with glue, paint and collage and design their own pictures. They have access to clipboards to experiment with their early writing skills. Children are sometimes asked to take a message to another member of staff. This gives them a sense of responsibility and increases their self-esteem. For example, they are asked to request paper towels to dry off the bikes and are pleased to do this.

Children learn about their own community and they have regular visits from the community police support officer who spends time talking with them and explaining her role. Similarly representatives from the fire service, the library and the local museum have visited the pre-school and there has been an outing to the local post office. Children learn a little about the wider world and other cultures through books and small world toys.

Staff use the two year check to inform planning and this results in children's needs being identified early and strategies employed to address these. For instance they help children to develop vocabulary and speech sounds and they use puppets to build confidence in interacting with others. Staff know the children well, and, aware of their interests, build on these. Children make satisfactory progress in relation to their starting points. However, recent staff changes have resulted in gaps in planning and recording children's progress in some cases.

Staff observe children as they play and they evaluate the daily routines. However, insufficient planning and recording means that staff do not always identify the next steps in development well, or reflect on ways to extend children's learning. As a result some children lose interest and lack a purpose. This is because the general activities available do not always provide enough challenge or interest for them. In addition, staff do not always use daily routines as opportunities to develop conversation and extend learning skills such as estimating and counting.

Parents say that they are happy with the care their children are receiving and good relationships are clearly established. Key persons speak with parents and carers on a daily basis and there are more formal opportunities to discuss children's progress each term. Parents are invited to contribute to their child's learning journal by telling staff about their child's achievements at home. Children sometimes take books or activity bags home to share with their parents.

The atmosphere in the pre-school is friendly and positive. Staff give lots of praise and encouragement to children, valuing their efforts and achievements in learning. This supports them to develop confidence in trying new things, therefore preparing them for

the next stage of their learning and for starting school.

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

Staff carry out daily checks and regular risk assessments to ensure that the environment and equipment is safe. There is an established key person system at the pre-school but recent staff changes mean that some staff are still getting to know their children. Staff work well with parents to help children settle, and gather detailed information before children start at the pre-school. Children also visit several times to get to know the surroundings. There is also a regular parent forum so that parents can make suggestions and be involved with community events and fund raising.

On arrival children are welcomed by a member of staff on the door who supervises the children and notes their attendance. Most children settle happily, but parents and staff give comfort when this is not the case, for instance when a child is new. Children are encouraged to be independent, taking off their coats and looking for their photograph on a name card in order to self-register. They then seek their key person for a further greeting before choosing an activity. Resources are easily accessible and they are suitably labelled so that children can select them independently. Many parents stay until their child is happily involved in an activity.

Children like to play outside in the recently refurbished area, enjoying the range of activities such as wheeled toys, sand, and climbing. They also sometimes have the opportunity to plant and grow things such as carrots. They therefore enjoy the benefits of fresh air and exercise and staff link activities with the areas of learning. There are further opportunities to enjoy outdoor activities with occasional visits to the local school to use the field. The pre-school sports day is held on the school field in the summer.

There are suitable routines for staff to maintain the play areas, change nappies, and to maintain hygienic practices, such as cleaning tables and other equipment. At snack time children wash their hands, eat healthily and are encouraged to pour their own drinks. They are reminded of manners and to wait their turn which supports the development of social skills.

Staff are good role models. They promote self-esteem and encourage positive behaviour with young children by stating what is required and praising them for their efforts. For example, 'Remember your walking feet!' and 'Good walking'. They provide clear boundaries and help to sort out conflicts, for instance when two children want the same piece of equipment they are encouraged to suggest solutions for themselves. Children are encouraged to use equipment safely and to consider others, for instance when using the wheeled vehicles outside.

When reaching school age the preschool records are passed on to schools. Most children attend the local school. The reception teacher visits the children at the pre-school in order to get to know them. Links with the school and occasional visits there help children become familiar with the surroundings before they start school. This helps to increase

their confidence and prepares them for the new situation.

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

The acting manager has a sound understanding of the requirements of the Early Years Foundation Stage. Recent staff changes mean that all at the pre-school have had adjustments to make. New staff are supported by an induction procedure, a probationary period and a training scheme. All required documentation is in place and policies are available for parents to view. Supervision, training and appraisals take place to promote professional development. However, the processes for assessing and planning for children's learning are not consistent. This results in some gaps in recording and planning for some children during staff absences or changes.

There is good understanding of the safeguarding and welfare requirements. Staff know how to identify children at risk of harm and they are aware of the correct procedures to follow, should the need arise. The premises are secure and care is taken to keep children safe. The staff team are currently reviewing all practices and reviewing the daily routines as part of the self-evaluation procedure.

Parents spoken to during the inspection report that they are very happy with the provision. They feel involved in their child's learning. They report that their children are well settled, happy, making progress and increasing in confidence. They say that staff inform them of any concerns about their child's development and that they are also proactive in seeking further support or advice if necessary. The staff work well with other professionals, understanding the importance of sharing information. This is done in order to support individual children and also to exchange good practice with other pre-schools.

The provider is supporting the staff to develop their skills. The acting manager is enthusiastic about her new role and the self-evaluation of the provision demonstrates that there is a clear identification of the strengths and weaknesses. Parental surveys are conducted regularly and parents are asked for input and feedback. As a result of these measures the pre-school is demonstrating that there is a firm commitment to continuous improvement.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY287067
Local authority	Devon
Inspection number	843655
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	23
Name of provider	Pre-School Learning Alliance
Date of previous inspection	16/10/2008
Telephone number	01626 776831

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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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