

# Stoke Gabriel Pre-School

The Old School Room, Church Walk, Stoke Gabriel, Totnes, Devon, TQ9 6SD

<b>Inspection date</b>	26/02/2014
Previous inspection date	19/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 provide a welcoming stimulating environment where children learn through play and exploration.
- Staff support children in their learning as they play and are consistent in how they deal with behaviour. Consequently children learn to behave, share and take turns well.
- Children confidently choose what they want to play with and are eager to learn.
- Clear assessment systems enable staff to monitor the progress children are making in their learning and development.

### It is not yet outstanding because

- Staff sometimes miss opportunities to help children to learn the sounds that letters make and to help their early understanding of mathematics as they play.

## 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 the children in the playroom.
- The inspector held discussions with the nominated person, the manager and the staff.
- The inspector undertook a joint observation with the manager.
- The inspector sampled some policies, procedures and children's assessment records.

## Inspector

Sally Hall

## Full report

### Information about the setting

Stoke Gabriel Pre-school registered in 1973. It is managed by a committee. It operates from an old school room in Stoke Gabriel, Devon. Access to the premises is via three steps to the front of the building. There is a public park set in an orchard immediately opposite the setting, which the pre-school uses for outdoor play and they also offer Forest School activities. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 20 children on roll. The pre-school receives funding for the provision of free early education for three- and four-year-olds. It is open during school term time on a Monday 9am to 3pm, Tuesday 9am to 1.30pm, Wednesday from 9am to 3pm, Thursday from 9am to 12.30pm, and Friday from 9am to 3.30pm. There are four regular members of staff, who all hold early years qualifications and two bank staff, of these one is unqualified. The group has close links with the village school.

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

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

- extend the mathematical and literacy programme to help children to learn the sounds that letters make and to increase their understanding of early mathematics as they play.

### Inspection judgements

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

Children are extremely happy and have a good rapport with the staff who are very positive role models to the children. The staff know all the children well. Each child has a key person who monitors their progress to help them in their next steps of learning and development. The staff plan effectively to meet children's individual needs and interests. Children are eager to learn. The staff engage with them well as they play giving them plenty of praise and encouragement. This builds children's good self esteem. The staff are skilful in asking open-ended questions, giving the children time to think, respond and to explain their own ideas. This promotes children's language and helps them to express their own thoughts and ideas. The staff listen to the children and respond appropriately. For example, a child expresses concerns that they do not like the ending of a story as it is unhappy. The child is encouraged to say how they would like it to end. Staff adapt the story for the children with pictures that the child draws and write how the child says they want it to end.

Children are confident to express themselves and are involved in decision making, choosing what they want to play with. They concentrate well at their chosen tasks and

finish them to their own satisfaction. They are confident to introduce themselves to visitors and are very keen to show and talk about what they are doing. They enjoy role-play and have good access to pencils, paper and crayons to help their early writing skills. They are encouraged to write their own names on their work. However, staff do not consistently help children to gain an understanding of the sounds that letters make and about how words are made up, as they attempt to write their name on their picture. Children are keen to gain an understanding of early mathematics, weighing items and sorting. However, at times staff do not extend children's understanding of what they know and can do easily; for example, by using mathematical language naturally to teach children about concepts, such as size and shapes, as they play. Children play well together giving each other ideas. They ask each other questions as they play. For example, a child asks another child how they have made a spider and web out of plastic straws.

Children learn about their local community and the wider world in a meaningful way to extend their understanding of diversity and by celebrating festivals throughout the year. The children enjoy picnics in the orchard, storytelling under the yew tree in the churchyard and visits to the mill pond. They are keen to explore and investigate and enjoy den building activities and learning about nature. Children are familiar with the routine for the day and listen well at circle time. They are keen to share their home news. The children enjoy 'show and tell', proudly showing the other children what they have brought in from home. This helps children to become confident to talk in small groups. The children are supported well in learning the skills they need to be ready for starting school.

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

Children are familiar with the routine for the day. This helps them to feel safe, secure and learn what is expected of them. Staff help children to learn the importance to share and take turns as they play. Children show concern for each other as they play. For example, when a child mislays something they have brought in from home for 'show and tell' another child is keen to help them to look for it. Staff are consistent with how they deal with any minor lapses in behaviour. They get down to the child's level and quietly explain why something is not acceptable. Consequently children learn to behave well and listen and respond to instructions well. Children actively help at tidy-up-time and are reminded that they are a team. Children confidently get themselves ready to go out to play. They are familiar with the routine to line up once they are ready.

Children learn to be confident in their own self-care with reminders from the staff such as to put tissues in the bin and gentle reminders to wash their hands. Children choose from healthy options at snack times. There is a procedure in place for staff to check ingredients in snacks before putting them out. The staff teach them practical skills by letting them help to cut up the fruit and by pouring their own drinks. This helps them to increase their independence in readiness for starting school. Snack times and meal times are very social occasions. The staff sit with the children to promote their good social skills and talk to them about what they have been doing in the morning.

Full advantage is taken of the outside play opportunities in the village to give the children

the opportunity to explore, investigate and promote their physical development. The children participate in a wide range of outdoor play opportunities. They have 'forest school' activities which help them to gain an understanding of taking risks and to learn how to keep themselves and each other safe as they play. Children confidently point out mushrooms when a story is being read and say 'no picking, no licking'; this they have learnt when in the woods. Children confidently use scissors and learn how to transport equipment safely as they move around the room. For example, when they want to use a stapler.

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

The committee takes an active role in the successful running of the pre-school. The staff work well as a team with the support of the manager. Clear recruitment procedures are followed when appointing new staff, to help ensure their suitability. The staff have supervision and appraisals to monitor their performance. These are used to identify any training they need to support their development. Staff embrace training opportunities and the manager assesses the impact on staff practice. The staff have a secure knowledge of their role in safeguarding children and are clear of the procedure to follow in the event of a child protection concern. The committee and manager are clear about matters that need to be reported to Ofsted. Detailed risk assessments are completed and reviewed. Staff carry out daily checks of all the areas used prior to children's arrival and before taking children to the outside play areas. This provides a safe environment for children to play. Fire drills are practised with the children so they are clear of the procedures to follow in the event of an emergency.

Comprehensive policies and procedures are in place, including a complaints policy, that the staff adhere to. The safeguarding policy includes the requirement to notify Ofsted of any significant event within 14 days of the event occurring. The pre-school has a good partnership with parents, keeping them well-informed about how their child has been and the progress they are making. The pre-school has strong links with the school, joining in school events and induction visits with the children to prepare them to be ready for starting school. They have good links with outside agencies to provide a fully inclusive provision and to ensure that every child develops to their full potential. They link with other settings that children attend to provide a shared approach to children's learning and development.

The committee, manager and the staff are all pro-active in monitoring the pre-school to identify their strengths and areas for development and to enhance the outcomes for children. Parents' views are sought through anonymous questionnaires and appropriate action is taken to their responses. The pre-school staff have recently added to resources and they have identified that the children would benefit from more technology resources. They provide a very caring environment for children to learn and develop and here parents are warmly welcomed and value the provision.

### **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	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

<b>Unique reference number</b>	106231
<b>Local authority</b>	Devon
<b>Inspection number</b>	937887
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	17
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Stoke Gabriel Pre School Committee
<b>Date of previous inspection</b>	19/07/2010
<b>Telephone number</b>	01803 782155

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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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