

Stokenham Pre-School Centre

Stokenham Pre-School Building, Stokenham Primary School, Stokenham, Kingsbridge, Devon, TQ7 2SJ

Inspection date	12/03/2014
Previous inspection date	15/01/2010

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

- Staff have a secure knowledge of how children learn through play and plan good activities to help children to make secure progress in their learning and development.
- Staff know each child well, which enables them to meet their individual needs. As a result, children are confident because they feel safe and secure.
- The staff have a good partnership with parents keeping them well-informed of the progress their child is making, which helps a consistent approach that benefits children.
- Staff are consistent in how they deal with behaviour management. Consequently children learn to behave, share and take turns well.

It is not yet outstanding because

- Staff do not take all opportunities to use outside play area to extend children's learning

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 and staff in the playrooms and the outside play area.
- The inspector held discussions with the deputy manager and talked with staff and some children.
- The inspector sampled relevant documents including some policies and procedures, the risk assessments and children's assessment records.

Inspector

Sally Hall

Full report

Information about the setting

Stokenham Pre-school Center opened in 1972 and registered with Ofsted in 2001. It is managed by a committee of parents. It operates from a single-storey building in the grounds of Stokenham Primary School, near Kingsbridge in Devon. Children have access to an enclosed outside play space. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It opens from 9.15am to 3.30pm from Monday to Friday during term-times only. There are currently 23 children on roll in the early years age group aged from two years to under five years. The pre-school receives funding to provide free early education for children aged two, three and four years. Children can attend for a variety of sessions and bring a packed lunch. The pre-school also offers a parent and toddler sessions on Friday mornings from 10am to 12 noon. There are five members of staff of who all hold recognised 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:

- develop the opportunities to extend children's learning during outside play. In particular the opportunities to increase their early writing skills in the programme for literacy, for example, during children's imaginative play as they act out real life situations when outdoors.

Inspection judgements

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

Staff demonstrate a secure understanding of the Early Years Foundation Stage and help children to make secure progress in their learning and development. The staff know all the children well. Each child has a 'key person' to monitor the progress made and plan for the next steps in learning and development. Children's progress is shared with parents to enable them to be fully involved in their children's learning and development. The staff interact very well with the children as they play to sustain children's interest. They ask good questions to extend children's language and to help children to express their own ideas and imaginations. This helps them to become confident communicators.

Staff plan interesting activities that encourage children to learn through exploratory play, which helps children to make progress in all areas of their learning and development. For example, by encouraging children to go on a 'bug hunt'. The children eagerly dig for bugs with spoons and are delighted to share and show the bugs they have found. The children talk about how they need to place them in the 'bug hotel' carefully, so that they do not hurt them. The children eagerly look to find the bugs hidden under leaves in the 'hotel'

saying 'Mind your fingers they may bite you' and exclaiming, 'It's a massive worm!'. The staff encourage the children to talk about the different sizes of the bugs and what conditions they need to survive. This type of active learning motivates children well so that they are eager to participate.

Staff employ good teaching techniques. They help children make connections across their learning. They teach children aspects of literacy, for example, by building on what children have already experienced. They teach children about letters and sounds through showing picture cards with bugs and the name of the bug for children to look at. This pre-reading activity helps children learn useful skills in readiness for the eventual move to school. Staff equip the indoor areas to help children develop other literacy skills. For example, children use a good range of writing materials to have a go at making marks to promote their early writing skills. However, staff provide few such opportunities outdoors to support similar development for those children who prefer to learn there. Staff encourage children to think, to create and to use their own ideas. For example, staff provide play dough and a good range of resources. Children select what they want from these, such as straws, in order to make their own 'bugs'.

Staff extend children's experiences through use of the local area. Children have regular outings to places of interest to help them to learn about their local community. They have visits to the church and the farm shop to buy fruit for snack time. They are taught to pay for what they have chosen, so gaining useful knowledge for the next stage of their early education.

Children enjoy craft activities through which staff teach them further useful skills. For example, children learn to use scissors and knives safely as part of their physical development. Staff help children to be ready for starting school by helping them to learn to play well alongside their friends, learning to share and taking turns. The children join in school activities and use the school grounds. This helps them to become familiar with the new environment for when they start school.

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

Staff implement the 'key person' system effectively to meet children's care needs. Children demonstrate that they are happy and settled. They quickly engage in play on arrival owing to the good relationships staff have established with them so they are confident to explore their environment. Staff teach children to share and take turns, which children do very well. They show an interest in what each other is doing. The staff team provides consistent praise, encouragement and reassurance in the event of children being upset. This consistent approach builds children's self-esteem and helps them understand what is expected of them, so they behave well. They develop sufficient confidence to tell staff what they would like to do and to ask to do something again that they enjoy, such as singing action songs. This demonstrates that children are gaining in confidence in readiness for the next stage in their early education.

Staff teach children the importance of good hygiene routines giving gentle reminders if

needed. They are taught to help themselves to fruit and to pour their own drinks, which they do competently. Lunch times are very social occasions with the staff sitting with the children. This time provides opportunities to develop children's social skills and to encourage conversations, such as when staff ask children to recall what they have been doing during the morning. Children show confidence again when asking the staff questions, demonstrating that the model staff provide has a positive impact on children's development.

Staff encourage children to live healthy lifestyles. They provide children with opportunities to enjoy fresh air each day through playing in the outside play area in various weathers. This gives children the opportunity to have physical exercise and develop new skills. The children are taught to play safely, such as when on the slide and when moving through the tunnel.

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

The provider ensures that the staff team have met and continue to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. The staff are clear about their roles and responsibilities. The management team has good systems for staff to have supervision and appraisals. These are used to monitor staff performance and to identify any further training they need. The pre-school committee review policies including the 'whistle blowing' and safeguarding policies. These are shared with parents so they are clear of the setting's practice and procedures. The staff have completed safeguarding training and all the team are clear on the procedure to follow in the event of a child protection concern. They have followed, and continue to follow, the stipulated mobile 'phone policy with all mobile 'phones being locked away at all times including those of visitors to the pre-school.

There are clear procedures in place to supervise children at all times in the playrooms and when playing outside. The safe arrival policy for children is shared with parents and displayed so that children are never left unattended. The committee and staff are clear about matters that need to be reported to Ofsted. There is a clear complaints policy and staff record any incidents. They are proactive in regard to these and review procedures to tighten them even when requirements are met, showing their determination to drive improvement.

The staff carry out daily safety checks of the building and the outside play areas before children arrive and to provide a safe environment for children to play. Detailed risk assessments are completed including for outings and reviewed and any action taken is recorded. The fire drill is practised with the children so they learn what to do in the event of an emergency. The staff team has a good partnership with parents keeping them well-informed each day how their child has been and what they have been doing. Parents are encouraged to look at their child's 'learning journal' so that they can promote their child's learning at home and record any 'wow moments' their child has achieved at home. This enables parents to promote their child's learning at home. Parent's views are sought

through questionnaires and management has received positive feedback. The parents take an active part in fund raising events to enhance the provision of resources for the children so demonstrating the strength of the partnership. The staff have good links with outside agencies to ensure that every child's needs are met. They share information with other early years settings children attend to provide a shared approach to children's learning and development.

The management team is pro-active in monitoring the provision to identify strengths and areas for development. Members have reviewed the layout of the room to enhance the learning environment for the children. The staff have undertaken further training to extend their knowledge of how children learn through play. The staff team members make good use of their qualifications to help children make progress in readiness for the move to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	106232
Local authority	Devon
Inspection number	960385
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	23
Name of provider	Stokenham Pre-School Centre Committee
Date of previous inspection	15/01/2010
Telephone number	01548 580202

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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
Store St
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M1 2WD

T: 0300 123 4234
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