

# Ogwell Pre-School

Ogwell Memorial Hall, East Ogwell, Newton Abbot, Devon, TQ12 6AJ

<b>Inspection date</b>	18/03/2014
Previous inspection date	14/02/2013

<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		3
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, secure and explore confidently while being eager to learn. They have positive relationships with the staff and each other, and are progressing well in their learning.
- Staff form strong relationships with the parents and therefore they contribute and engage well in children's learning. This partnership working securely promotes children's individual needs.

### It is not yet good because

- The setting did not notify Ofsted of a significant event relating to a safeguarding referral they made which is a breach of a requirement.
- The staff do not always successfully organise areas within the learning environment to enable the children to fully explore activities and extend their learning.
- The systems for liaising with other settings children attend are not always consistently maintained to further contribute to the children's progress.

## 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 activities in the playrooms
- The inspector held meetings at appropriate times with the manager and invited them to carry out a joint observation.
- The inspector checked evidence of staff's suitability and qualifications.
- The inspector looked at a sample of children's assessment records and planning documents and a sample of documentation relating to children's welfare.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and of the provider's self-evaluation.

## Inspector

Dawn Biggers

## Full report

### Information about the setting

Ogwell Pre-school has been operating since 1970 and registered in 1992. It is run by a committee and operates from the memorial hall of the village of East Ogwell, near Newton Abbot, in Devon. Children have use of three rooms in the hall. There is a small outdoor play area. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 27 children on roll in the early years age range. The pre-school is open from 9.15am to 1.15pm on Mondays, Tuesdays, Wednesdays and Fridays and from 9.15am to 1.15pm on Thursdays. The pre-school employs five staff who all hold relevant childcare qualifications at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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

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

- strengthen the organisation of the environment to further support children's learning across all areas
- strengthen the links with other early years settings children attend to consistently share information about their learning needs and the progress they make.

### Inspection judgements

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

Children make good progress in their learning and development because staff challenge them to think and explore. Therefore, they are confident learners who are eager to develop and make progress. The staff skilfully support and encourage children's enthusiasm. For example, the children are encouraged to identify and say letter sounds associated with their name during formal and informal group times. Staff use book materials effectively so that children have fun with letters and sounds, supporting their literacy skills well. The other children show good interest and engage well and are all included in the activity. As a result, children socially and spontaneously engage and recognise and practise letter sounds.

Children also receive good one-to-one support from staff to support their individual needs and promote equal opportunities.

Assessments processes are effective as staff use observations and photographs well to identify and plan for the children's next steps. Assessment includes the required progress

check for two-year-olds and staff share relevant information with parents so they are involved in their child's learning. The effective assessment systems enable the key persons to successfully filter information into the weekly plans and activities and use children's interests well to engage them further in learning. For example children listen, follow instructions and are challenged to think about how they are going to wrap a parcel. They develop good physical skills by manipulating and cutting the string and tape. Children learn about the natural wider world for example as they plant and watch the peas and tomato plants grow.

Children confidently use language and demonstrate good mathematical awareness. For example, when they build a tower with the bricks they recognise and share comments such as 'this is taller than me'. They experiment as the staff actively engage and encourage them to count the bricks before they fall. The children are responsive to the good adult interaction and are sociable as they negotiate building the tower again together. Other children are interested and comment about this achievement by saying 'awesome'. Children engage in number rhymes well and enjoy listening to stories as they learn basic sign language. For example at circle time they greet the other children. As a result, they learn other ways to communicate and express themselves. However, the organisation of the environment does not always successfully engage the children as fully as possible. For example, the good range of activities accessible within the rooms and space provided sometimes means the children are eager to move on before they fully explore a particular activity. This means children's concentration is not always sustained at chosen activities.

Young children become confident with exploring their senses, for instance as they feel the texture of the paint on their fingers and make marks and patterns. When they feel happier to experiment further they cover their whole hand with paint to make prints. They confidently share their achievements by using sounds and words and these are praised consistently by staff. As a result they persevere and continue to explore other printing resources, such as a potato. Therefore, children are prepared well for the next stage in their learning and eventual move to school.

Parents are involved well in their children's learning as they receive and see good information displayed about the activities and themes. The staff give them ideas to support their children's learning further at home. Story sacks are being implemented to involve the parents further in sharing with the children a joy of books and language.

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

Staff meet children's individual needs as there is an appropriate settling in period where they gather relevant information from parents through discussion and in 'an all about me' form. The key person system operates well and the secure warm relationships with the children support their emotional well-being, and prepare them for the next stage in their learning. Children explore the welcoming environment confidently and enjoy the wide range of activities. The children demonstrate appropriate control and coordination while climbing the slide and climbing equipment. They engage in a variety of activities to

promote physical exercise and get fresh air, such as visiting the local park, using the equipment and playing games.

Children become independent in their hygiene routines as the staff supervise them to the toilet where they learn appropriate self-care skills. For instance they wash and dry their hands before eating. The caf approach to snack time means parents' fruit contribution provides a greater choice of healthy options for the children to eat. Activities enable the children to learn how to use equipment safely, for instance as they use a knife safely to assist in cutting the fruit at snack time. Children begin to recognise when they are thirsty and ask for their drink to be replenished. The children learn about rules to keep themselves safe, such as road safety procedures when walking to the park as they are involved in the risk assessment process to identify the safest path to use.

Children are generally cooperative as the staff sensitively use explanation and reminders to manage children's behaviour appropriately. As a result, children show care and learn to take turns and share. Staff recognise and praise children's achievements and this contributes to their sound levels of self-esteem and confidence.

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

The new manager and committee demonstrate a sound knowledge of the implementation of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage overall. This includes their role and understanding of procedures and statutory responsibilities with regard to the Government's guidance 'Working Together to Safeguard Children'. The manager demonstrates a clear awareness of notifying agencies about child protection concerns to safeguard a child. However, some procedures and processes are not sufficiently robust. The pre-school has breached a requirement of the Statutory Framework for the Early Years Foundation Stage and the associated requirement of the Childcare Register by not notifying Ofsted of a safeguarding concern related to children's safety and welfare. There is not a significant impact on the children's welfare because the manager took action to protect a child. On this occasion Ofsted will not take action regarding this non-notification.

Children keep safe within the pre-school environment because they do not access the kitchen without supervision and the entrances are secure and monitored. Staff keep children safe by managing their behaviour appropriately and observing and changing activities to meet their individual needs. Nappy changing procedures are effective in supporting children's health as staff regularly check and change a child in relation to their individual needs.

The pre-school management follow robust staff vetting and recruitment procedures to ensure staff are suitable to work with children. In addition, induction processes are effective in helping staff fulfil their roles. This includes following a detailed checklist and contributes to the staff's sound awareness and understanding of the pre-school's policies and procedures. Staff receive regular training and supervision to help manage their

performance and appraisals are supportive and identify their future training needs. Such practices promote the staff's continued professional development and have a positive impact on outcomes for children. As a result, qualified staff have a good understanding of the learning and development requirements and their roles and responsibilities in teaching the children. This successfully contributes to the children making good progress. The systems to monitor and evaluate the pre-school's practice demonstrate the management's commitment to improvement. For example, they have created an action plan which has improved the parents' involvement in their children's learning and promoted healthier fruit choices at snack times and independence in the daily routines.

Staff establish strong relationships with parents from the beginning and their feedback is positive about the pre-school's practice. For instance, they comment about the way the children make good progress, how well informed they are and how the children talk fondly about their time at the pre-school. Parents receive good information about the activities as this is put up on display. In addition, there are informal and formal occasions for parents to review their children's learning journeys. As a result, they are fully involved and informed about their children's learning and progress. Links are made with other settings that the children attend to support their transitions to the next stage of their education. These links includes clear transition planning with the school and referring to children's progress records. However, this partnership approach is not always consistently implemented. As a result this slightly hinders their collaborative working to further discuss and share information regularly about children's learning.

### **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>	106187
<b>Local authority</b>	Devon
<b>Inspection number</b>	956302
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Ogwell Pre-school Committee
<b>Date of previous inspection</b>	14/02/2013
<b>Telephone number</b>	0777 9210862

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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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