

Diptford Preschool

Diptford Primary School, Diptford, TOTNES, Devon, TQ9 7NY

Inspection date

02/05/2014

Previous inspection date

20/01/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Relationships between staff and children are close and supportive. Children settle in quickly and feel valued due to the frequent praise given by staff.
- Staff plan and provide challenging and enjoyable experiences for children, who are enthusiastic and motivated to learn.
- Strong partnerships are established to involve parents in their children's learning. Children benefit from the two-way flow of information which helps to meet their care and learning needs.
- Staff make good use of self-evaluation and seek the views of parents in order to develop the setting to better meet their needs.

It is not yet outstanding because

- The organisation of the room does not always encourage all children to explore the activities and resources.
- Staff do not persistently seek information from other settings that children attend to obtain information on children's learning and development. This does not fully promote consistency in 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.

Inspection activities

- The inspector observed activities indoors and children's free-play outdoors.
- The inspector held discussions with the manager.
- The inspector talked with some children, parents and staff.
- The inspector examined a range of documents.
- The inspector invited the manager to carry out a joint observation.

Inspector

Sarah Madge

Full report

Information about the setting

Diptford Pre-School, near Totnes, Devon, registered in 2006 and moved to the Diptford Primary School site in 2011. It is managed by a voluntary committee. It operates from a school classroom, which is shared with the school reception and year one class. The pre-school has access to the school facilities, which include a fully enclosed outside area. The pre-school is registered on the Early Years Register. The pre-school operates each Friday, from 8.50am to 3.20pm during term-time only. It takes children to the local parish hall for their lunch. At present, there are nine children on roll. The pre-school receives funding for the provision of free early education for children aged three and four. Two staff work with the children. Both hold recognised childcare qualifications at level 3 and one also has a level 6 qualification. The pre-school works very closely with staff from Diptford Primary School.

What the setting needs to do to improve further

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

- develop the organisation of resources to ensure that all children are engaged in interesting and meaningful activities at all times
- strengthen relationships with other settings to offer complementary experiences, which further enhance children's learning opportunities.

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 because staff take into consideration children's identified next steps when planning activities. Staff provide a range of resources to interest children and extend their development. For example, when exploring a rose during group time all children keenly gather around to smell and touch the flower. This supports their growing knowledge of how to keep plants healthy. This means that children are enthusiastic and motivated to learn. Staff have high expectations of all children and plan challenging outdoors activities, such as the Diptford Dozen, to allow children to develop their understanding of the world around them.

The effective key person system supports staff to establish close relationships with children, which helps them to settle in quickly and develop confidence. In the mornings children who arrive feeling anxious quickly become engaged in discussion with staff. They feel valued as staff consistently listen and respond appropriately to what each child has to say. During free play, children eagerly select books for staff to read to them and they

follow the stories with interest. Staff use effective questioning techniques to enhance children's thinking and communication skills.

Staff have strong partnerships with parents, who are frequently invited to contribute towards activity planning and ongoing assessments. Staff liaise with parents to identify children's initial starting points. This means that staff can plan appropriate activities for them from their start date. Parents are shown their child's developmental records during consultation evenings, which are held once a term. Additionally, an online diary provides an overview of the planned activities for the following week. Home link books are used to communicate individual messages regarding children's experiences and development. These processes help involve parents in their children's learning. Staff regularly identify children's changing interests through a parent feedback form, which helps them continue to plan relevant and interesting activities. They share information regarding children's achievements with other settings that children attend. However, staff are not proactive in seeking information from these settings to ensure children receive complementary experiences.

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

Staff promote children's safety throughout the day and teach children how to keep themselves safe. For example, children hold scissors appropriately when putting them away. Children wear florescent jackets when leaving the site and when playing on the large playground to allow staff to identify them easily. Children regularly practise the fire evacuation drill with staff, which helps them learn how to evacuate the building in the event of an emergency. Children are familiar with the daily routine and boundaries, which allows them to understand the expectations. This all helps children to feel safe and secure, which encourages them to behave well. Staff frequently praise children's efforts and achievements, which boosts their self-esteem. As a result, children form good relationships with each other and enjoy their time at the setting.

Children enthusiastically take responsibility for small tasks. For instance, when staff suggest that it is time to pack the toys away, all children work together to tidy the room quickly. They cheer collectively when stickers are given out in recognition for their help. Children independently manage self-care tasks such as putting their coats on before playing outdoors. They help to cut up fruit and pour their own drinks during snacktimes. This all helps them to prepare for the next stage in their learning. During lunchtimes, staff ensure that older children sit with the younger ones. This system helps the younger children develop self-control and language skills.

The good range of resources are stored at a low level to allow children to make decisions in their play. However, the organisation of resources means that some children find it difficult to make independent choices when offered such variety. Consequently, they are not always fully engaged in an activity.

Staff help children learn about each other, their families and the wider community. For example, children enjoy taking home 'Zee Zee', a soft toy, to look after and parents record

their experiences in a book. This is then shared with staff and other children. This provides opportunities to involve parents in their children's learning.

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

The committee and staff have a good understanding of their statutory responsibilities. They maintain the required documentation to ensure children's health and safety are promoted. The committee review policies thoroughly to reflect changes in requirements and to support practice. For example, they have recently implemented a procedure to communicate concerns with parents regarding children's development. All new staff members and volunteers receive an induction to ensure they understand their individual roles and responsibilities well. This provides information on the daily routine and procedures to ensure consistent practice within the team. There are clear systems for monitoring staff effectiveness. Regular supervision and appraisals help identify any training needs, which supports individual professional development.

Staff have attended safeguarding training and understand their responsibilities with regards to dealing with child protection concerns. This means that staff are able to take appropriate and prompt action to promote children's welfare. Staff assess the premises for significant hazards so that they can reduce risks to maintain a secure learning environment.

The manager has a clear overview of the assessment of children's progress, which helps to identify any gaps in their learning. Staff have identified other settings which individual children also attend and have established initial links with them. However, they are not persistent in encouraging other settings to send information in return. This does not help to promote consistency in the delivery of the educational programmes and support offered. Partnerships with parents are strong and as a result, parents are well supported to extend their children's learning experiences at home. For example, home link books share information regarding children's current level of development and next steps in learning.

The staff team has successfully addressed most of the recommendations set at the last inspection, which has improved aspects of children's safety, learning and enjoyment. This demonstrates a determination to drive improvement. The staff make good use of their self-evaluation systems to ensure continuous improvement and have consequently noted several areas for future improvement. For example, the manager plans to assess the quality and usage of the environment to maximise learning opportunities. Parents are invited to provide feedback to ensure their views are valued and their needs are being 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

Unique reference number	EY433751
Local authority	Devon
Inspection number	816708
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 4
Total number of places	12
Number of children on roll	9
Name of provider	Diptford Pre School Committee
Date of previous inspection	20/01/2012
Telephone number	01548 821352

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

