

# Modbury Pre-School

Modbury Primary School, Barrack Road, Modbury, IVYBRIDGE, Devon, PL21 0RB

## Inspection date

07/05/2014

Previous inspection date

27/04/2012

## 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 strong emotional attachments to the children in their care. They skilfully and sensitively develop children's skills in their personal, social and emotional development, and provide them with a safe and secure base from which to explore.
- The pre-school works promptly and effectively in partnership with outside agencies to help all children to develop and thrive.
- The pre-school has very good links with the school and implement very effective strategies to ensure that children are prepared for the next steps in their learning.
- The staff and committee work together to develop a stimulating environment and a strong sense of community for the children, to enhance children's well-being.

### It is not yet outstanding because

- Staff provide some opportunities for children to develop their physical skills outdoors. However, reviewing and increasing the range of resources will enhance children's progress in their learning and development, particularly in literacy and numeracy.
- The manager and staff work well as a team and regularly communicate, although, the systems for monitoring staff performance and sharing examples of good practice are not fully established.

## 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 took into account the views of parents, staff and children.
- The inspector observed activities indoors and outdoors.
- The inspector sampled relevant documents including some policies, procedures and evidence of staff suitability.
- The inspector looked at children's assessment records.
- The inspector invited the manager to carry out a joint observation

## Inspector

Margaret Baird

## Full report

### Information about the setting

Modbury Pre-School was registered in April 2006. It occupies self-contained premises at Modbury Primary School, which is situated in the centre of the Modbury village, in Devon. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 33 children on roll, all of whom are in the early years age range and who attend a variety of sessions. The setting supports children with special educational needs and/or disabilities. The pre-school is open every day, during term time, from 9am to 3.30pm. Children have sole use of a secure outdoor play area. The pre-school is run by a voluntary committee who employ six members of staff. The manager has Early Years Professional Status and one deputy holds Qualified Teacher Status. The setting receives funding for the provision of free early education for children aged two, three and four.

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

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

- review and increase the range of resources available to enhance children's learning and development in the outdoor environment
- extend the systems for monitoring staff practice and sharing staff's individual skills to enhance further the quality of teaching and, therefore, the learning and development opportunities for children.

### Inspection judgements

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

Children arrive happily at the pre-school and are welcomed by friendly staff who encourage them to find the photograph of themselves and a coat peg. Children then hang up their coats on these and this encourages their independence. After settling and exploring the activities for a while children gather for register time. Staff support children as they sit in a circle and welcome each other. They help children identify their names, looking at the letters and sounds on the name cards. This ensures children develop literacy, personal and social skills ready for starting school. Younger children and children with additional needs are sensitively encouraged to take part in the activity with the help of their key workers. Children are encouraged to develop independence and physical skills as staff teach them the process of dressing and putting on boots for the outdoors.

Staff have a good knowledge of how children learn and of child development. Consequently, children develop skills across the different areas of learning through

interesting activities. For example, children make pirate treasure by sticking buttons onto card and staff use careful questioning to help develop children's mathematical skills. Children are encouraged to count, estimate and make comparisons. They also make choices about the materials they use and their efforts are praised. Therefore, children are able to make choices about their play and are developing their physical and creative skills, and their self-esteem.

Activities are planned based upon the observations and interests of the children. Following the last inspection, a targeted approach has been developed to ensure that each child's individual needs are met. Parents are informed about progress and are kept informed about children's learning and development records. The key-person system works well to support and build bonds with children. Staff know the children and their starting points well and, consequently, are able to provide effective support for their next steps in learning.

The environment is welcoming and inviting, and the children benefit from access to spacious and secure outdoor areas. Children enjoy developing their physical skills outdoors. However, there are not the same range of resources available outdoors for children to enhance their learning and development outside, particularly in developing their literacy and numeracy skills.

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

Staff form very strong bonds with children, particularly those requiring additional support. They take prompt action to gain the support of outside agencies and work closely with them so that the children develop and thrive. They give excellent support to parents and have developed a shared and nurturing approach to children in their care. On the day of inspection a Speech and Language therapist was visiting the pre-school. She spoke about the close liaison the nursery had developed with her in order to provide cohesive support to children.

The approach taken by all staff is extremely caring, supportive and inclusive. This enables all children to make good progress, particularly in their personal, social and emotional development. Staff work well in partnership with parents. They help parents to source appropriate funding for additional services and attended meetings with health professionals to support them. The manager also seeks advice and training from healthcare professionals to ensure consistency of care for individual children. The manager and staff provide a nurturing culture within the nursery and take very prompt and effective action to support children with additional needs. This means that children get all the additional help they may need swiftly.

Staff effectively risk assess and also encourage children to think about safety and manage risk for themselves. For example, staff encourage children to think about taking turns on the climbing frame. This develops their understanding of sharing and develops their physical, personal and social skills. Staff manage children's behaviour well. They constantly encourage children to think about how their actions impact upon others. The

children have created the 'Golden rules', which encourage good behaviour in the pre-school. Staff are highly effective at fostering the development of tolerance and care towards each other. Consequently, children behave well and know what is expected of them.

Staff promote children's awareness of healthy lifestyles and children enjoy daily access to the outdoors. Healthy eating is promoted very effectively and children encourage parents to look at displays they have made about healthy food. Staff encourage independence at snack and lunch time. For example, they manage their own lunch boxes and drinks and staff only step in to help when needed. Good hygiene routines are implemented and children have a good understanding of the importance of being healthy. Snack time is also valued as a social time when children and staff talk to each other, encouraging development in communication and language.

Staff visit other settings attended by the children in order to develop a shared approach to learning and development. They also, on occasion, share ideas and good practice, helping them to develop resources and the environment, which enhances children's learning.

Families are encouraged to attend a toddler group in the pre-school. This helps them become familiar with staff and the environment to familiarise them with the nursery. This then helps children feel comfortable in the nursery during the settling in process. Children are very well prepared for the next stage in their learning. The manager takes full advantage of the close proximity to the school in order to ensure close links are developed and children move smoothly on to school. There is a door, which connects the nursery to the reception class so that joint activities can take place, and the outdoor area is managed so that children can become familiar with the school and staff. There is a strong community focus so that the children from the nursery and the school regularly take part in events together, such as the local carnival. Children enjoy visits to a local farm, and members of the local community visit the pre-school. This increases their awareness of the wider community.

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

The manager is well-organised and comprehensive policies and procedures are implemented, reviewed and updated regularly. Staff have a good understanding of the safeguarding procedure, and are confident about how to deal with child protection issues. Robust recruitment and induction procedures are in place, which ensures that all adults working with children are suitable to do so and children's safety and well-being is a priority.

The manager meets regularly with the committee, and they have good working relationships. The committee is mainly comprised of parents, who are committed to supporting the development of the environment and resources. For example, since the last inspection the outdoor space has been developed and climbing equipment provided.

There are also plans to further develop the outdoor learning environment by install a large sand area. There is a culture of mutual support and the pre-school are very involved in fundraising to improve resources and, therefore, enhance the learning environment for children further. The pre-school is active within the local community and children enjoy taking part in the local carnival and selling cakes.

Staff appraisals are carried out annually and there are regular staff meetings. Staff have an individual training plan and attend training as necessary, giving feedback at staff meetings. There is support and training provided when a staff member takes on a new role. For example, the new Special Educational Needs Co-ordinator has attended training and is supported by the manager whilst settling into her new role. The manager and staff work well as a team. They communicate well together, however, systems for monitoring and recording staff performance, and sharing best practice are not yet fully established.

Planning for children is well developed and has evolved through the use of self-evaluation and monitoring of practice. All staff contribute to comprehensive observations of the children and use these to plan meaningful activities for children. Since the last inspection the manager has developed a more targeted approach to the observation and planning systems to ensure that children's individual needs are met.

Partnership with parents is good There is a community feel to the group. The committee and parents are actively involved with the nursery staff to improve outcomes for children. For example, they take part in fundraising activities to purchase new resources and help reorganise the outdoor learning environment. In addition, a committee member, who is also a parent, is developing an allotment area in her garden so that the children will be able to grow produce. This has a positive impact on the progress children make in their learning and development.

There are excellent links with outside agencies. This means children's individual needs are met well. There are close links with the Local Authority, who provide advice and support when necessary. Recently links have been strengthened with the local children's centre, ensuring continuity of care and support for families and children.

### 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>	EY334684
<b>Local authority</b>	Devon
<b>Inspection number</b>	746195
<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>	20
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Modbury Pre-School Committee
<b>Date of previous inspection</b>	27/04/2012
<b>Telephone number</b>	01548 831477

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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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