

Payhembury Pre-School

Payhembury Parish Hall, School Field, Payhembury, Honiton, Devon, EX14 3HT

Inspection date

06/05/2014

Previous inspection date

11/12/2008

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 1

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 use praise and encouragement to positively support learning and development.
- Good teaching methods are used which encourage children to become active learners. As a result, all children are making good progress in their learning and development.
- Partnerships with parents are strong. They feel involved in their children's learning and speak very highly of the setting.
- The management are passionate about improving the quality of the provision to support children's learning.

It is not yet outstanding because

- There are few resources and toys which reflect positive images of diversity to fully promote children's understanding of the wider world.

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 undertook observations of children and staff interactions with them, inside and outdoors.
- The inspector spoke to staff and held discussions with the manager and the chair of the committee.
- The inspector spoke to some parents to gain their views on the setting.
- The inspector reviewed a sample of relevant paperwork including children's learning records, planning documents, policies and procedures and staff suitability checks.

Inspector

Katherine Lamb

Full report

Information about the setting

Payhembury Pre-school has been operating since 1995 and was re-registered in March 2008 to provide care in the new Payhembury Parish Hall, which is next to Payhembury School. It has use of one large room, smaller room, kitchen and toilet facilities. Children access the local school grounds for outside play. The group operate Tuesday 9.00am to 3.00pm and Wednesday, Thursday and Friday, 9.00am to 12.30pm, term-time only. The pre-school is registered on the Early Years Register to provide care for 26 children in the early years age group. There are currently 19 children on roll. There are currently three members of staff, all of whom two hold a Level 3 qualification. One member of staff has Early Years Teacher Status.

What the setting needs to do to improve further

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

- strengthen children's understanding of diversity in the wider world.

Inspection judgements

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

Staff take time to get to know children and their families very well. They tailor activities to children's interests and understand how they like to learn. This means children are enthused and motivated to learn new skills and are making good individual progress in all aspects of their learning and development. Staff have a good understanding of the Early Years Foundation Stage and complete regular observations and assessments on children's development. Staff plan children's individual next steps and include activities and learning opportunities for all children to support them to reach their potential. Staff gather information from parents regarding children's interests and learning at home, and share what children enjoy in the pre-school. This two-way flow of information means parents are fully involved in their child's development. On-going assessment of children's progress helps the staff to identify any gaps in achievement. Meetings and discussions with the children's key person provide good opportunities for parents to take an active role in their child's learning. Appropriate arrangements are in place for the checks required for children aged between two and three years.

Children know the routine well. The pre-school is generally well resourced with designated areas to support different parts of children's learning and development. However, there is a lack of resources to help children learn about diversity and the wider world. Staff provide children with good access to computers to extend their knowledge of modern technology, which children thoroughly enjoy. As a result of this good access, children are confident in using them without support from staff. However, staff are on hand to help support if

needed. Children are given free choice of a range of activities set out that they can choose from and, consequently, children settle quickly and play with their friends.

Staff allow children to try things for themselves before stepping in, allowing children to be independent learners. For example, staff have provided a role-play garden centre but allow children to play uninterrupted as they make up their own games. Children plant using soil and pots and plastic flowers before taking them to the till to pay for them. Staff then extend this learning further by providing them with the opportunity to plant seeds with a parent helper to grow in the setting. Children are also interested to check on the caterpillars that they have, seeing how much they have grown and discussing what will happen to them next. This helps them to learn about life cycles.

Staff are very good at joining in with children's play to support them. For example, they support children to understand rules in games. Children play number games which support their counting and number recognition skills. Staff play the game with them supporting them when needed, but they are careful not to give them the answers, encouraging children to take their time counting to make sure they get the right answer. Staff sit with children and talk to them about what they are doing. For example, children draw bees and butterflies while staff ask children to explain their pictures, which develops their language skills. Children write their names on their pictures and know that this identifies the picture as theirs and that marks carry meaning. All staff use questioning well to challenge children's thinking.

Children are very confident communicators. They constantly talk to their friends and engage in regular conversations with adults. Parents comment that their children enjoy coming and that they particularly enjoy the stay-and-play sessions to spend time with their children and the staff.

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

Children are happy, confident, have fun and enjoy coming to pre-school. The fully-embedded key-person system works extremely well in supporting children's social and emotional wellbeing. Staff expertly nurture children's confidence and sense of security through small group work and whole group gatherings, as well as embracing spontaneous opportunities that arise. Consequently, children develop a very positive sense of self and respect for others because of the excellent support and excellent activities which staff provide. Staff work very closely with parents to tailor arrangements that are specific to children's needs. The warm and highly positive, relaxed approach from staff has a very calming influence on the children. As a result, new children settle quickly and build very close attachments with the staff. Children show great independence in choosing what they play with, where they play and whether they join in adult-guided activities. This helps children to feel fully valued and respected, enabling them to thrive and reach their full potential.

Staff model positive behaviour. Children behave well and follow the rules and boundaries for acceptable behaviour. Continual positive praise, enthusiastic encouragement and

meaningful targeted support, successfully promotes children's self-esteem. This inspires the children to persevere and concentrate, show pride in their achievements and to become highly motivated, active learners. Children benefit from healthy, nutritious snacks and plenty of opportunities for physical exercise and fresh air every day. This contributes to their good health. They have fun outside, using a wide range of equipment to encourage their physical skills and fitness. Children particularly enjoy being able to use the school climbing equipment daily which supports their physical development and learning to take risks safely.

Staff help to prepare children for school extremely well by having visits from their on-site teachers in the summer term. Teaching is rooted in expert knowledge of how young children learn. Staff tailor activities and planning and help children to develop the skills they will need in the next stage of their learning. Children know the daily routines extremely well, so that they are very settled and have a sense of belonging. Staff alert children to any change of routine, for example, they are told when they have five minutes left before tidying up. Children share toys remarkably well, using sand timers independently and swap toys using this system without staff support. This supports them in readiness for school.

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

The manager and chair of the committee have a good understanding of their responsibility in meeting all the requirements of the Early Years Foundation Stage. As a result, all children are well cared for and make good progress in their learning and development. There are comprehensive policies in place, including for safeguarding and behaviour management, and staff understand and implement these policies daily. Ofsted completed an unannounced visit to the pre-school after concerns were raised about the suitability checks carried out on staff. It was found that the provider was not meeting the requirements and an action was set as a result. Since this visit, recruitment procedures have been reviewed and there are now comprehensive systems in to check all staff are suitable to work with children. All staff are now checked with regard to their experience, as well as qualifications and suitability as required.

Staff make good use of risk assessment to identify and reduce hazards within the provision. This means that children are protected and can play in a safe environment. Staff know and understand the playgroup's clear policies and procedures and embed them well into practice. Staff supervise children well. Children are well safeguarded in the pre-school because staff are fully aware of their roles and responsibilities. Staff have received safeguarding training and know the course of action to take if they have a concern about a child's welfare.

The manager and chair of the committee are extremely dedicated about working together to improve the pre-school and have action plans in place. They have a very clear vision about where they want to take the pre-school and improvements that need to happen. The pre-school manager discusses with her staff team to evaluate the provision, meaning

that they are all involved and work together to improve practice. Their ideas are realistic regarding strengths and areas for development for the pre-school, and they are already working on these.

An appraisal system is in place to identify and address any training needs for the staff to support their professional development and drive improvement in the quality of the provision. Accurate self-evaluation, along with feedback from parents, helps to effectively identify strengths and prioritise areas for improvement. The staff team review their practice and comment on strengths and areas for improvement. Staff and parents are keen and willing participants in this process, which benefits the outcomes for children.

Parents are grateful for what the staff do and find everyone friendly, approachable and professional. Parents are kept well informed about their children's time at the pre-school through newsletters and informal chats.

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	EY371344
Local authority	Devon
Inspection number	968394
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	19
Name of provider	Payhembury Pre-School Committee
Date of previous inspection	11/12/2008
Telephone number	07907 584 667

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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

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