

Lympstone Pre-School

Lympstone Village Hall, Lympstone, EX8 5JY

Inspection date

02/07/2014

Previous inspection date

10/11/2009

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

- Children are happy, secure and explore confidently, while being eager to learn. They have good relationships with the staff and each other, and are progressing well in their learning.
- Staff form strong relationships with parents and other settings children attend, therefore they contribute and engage well in children's learning. This partnership very securely promotes children's individual needs.
- Staff consistently recognise the children's achievements and act as good role models, therefore children learn to behave well and develop good levels of self-esteem and confidence.
- Children develop good independence in the routine, as they are given responsibilities, therefore they engage in activities that effectively support their personal, social emotional, and physical development.

It is not yet outstanding because

- Staff occasionally miss opportunities for children to solve problems during routines, to further extend and support their mathematical development.

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 in the indoor and outdoor areas.
- The inspector held meetings at appropriate times with the manager and invited her to carry out a joint observation.
- The inspector looked at assessment records, planning documents and a sample of documentation relating to children's welfare.
- The inspector checked evidence of staff's suitability and qualifications.
- The inspector took account of parents' views and of the provider's self-evaluation.

Inspector

Dawn Biggers

Full report

Information about the setting

Lympstone Pre-School registered in 1973 and is run by a committee of parent volunteers. The pre-school operates from a village hall in Lympstone, Devon. The pre-school is open Monday to Friday, term time only. Sessions run from 11.30 to 3pm on a Monday and from 9am to 12.30pm on a Friday, and from 9am to 3pm on a Tuesday, Wednesday and Thursday. The pre-school is registered on the Early Years Register. There are currently 45 children on roll, all of whom are in the early years age range. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school can support children with special educational needs and/or disabilities and children who are learning English as an additional language. The premises can be accessed via a ramp and the accommodation is set out on the same level. It offers use of a hall with toilets, a kitchen and a store room. There are enclosed outdoor play areas to the side of the hall. They also have use of the adjacent school playground and Candy's Field. The pre-school employs seven staff, of whom four hold a qualification at level 3 and above. The pre-school has achieved accreditation with the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- improve the opportunities for children to solve problems during daily routines to further support their mathematical development.

Inspection judgements

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

Children are eager to learn as the staff are enthusiastic and have a good understanding of how children make progress. Therefore, staff plan a good variety of activities to engage all the children, and these result in a balanced range of adult led and purposeful free play choices. The quality of teaching is effective as staff take account of the children's interests. For example, staff identify individual activities to support children's next steps in learning. The assessment processes are effective and changes to this system has further enhanced the information available to parents about how the children make progress. As a result, this has involved parents further in their children's learning and continues to successfully track the children's progress, by using play plans, observations, photographs and examples of the children's work.

Children are motivated to learn as they learn from their first hand experiences, for instance, as part of the mini beast theme they are shown the stick insects and can hold these. Through the staff's skilful questions and informative information children learn

about the insects habitat and new facts about them. As a result, children use language well, are inquisitive, ask questions and are keen to learn about the living world. Children show care and consideration, such as remembering to collect leaves from the garden to feed the insects. Children confidently engage well in activities to support their letter and sound recognition. For instance, the staff successfully teach the children to recognise and become familiar with the beginning sound of their name, by using name cards. Therefore, they become familiar with these sounds and this supports their literacy and language communications well. Children make spontaneous choices and use their senses well, for instance, they ask for and make marks with the paintbrush and water on the wall, and dig and explore the sand. Children engage well in group and individual story times, demonstrating a clear interest in books and language. As a result, they are prepared for the next stage in their learning and eventual move to school.

Staff skilfully extend children's play, for instance after they explore and play imaginatively with the cardboard boxes making a den they engage further in personalising this with marks. For example, they demonstrate good control by holding and controlling the pens and are supported well in developing their literacy skills. As a result, they copy and independently write their name and draw pictures on their house. However, on occasions the staff miss opportunities to extend the children's mathematical skills. For instance, children are not asked to consider ways to mend the broken box before an adult resolves this and this slightly limits some of the chances children have to problem solve in the routine.

The parents engage well in children's learning, for instance, they contribute to the required progress check for two-years-olds, which is implemented well. A communication book is used effectively to share the children's day and offers suggestions of activities to do at home. The book bag system means that parents share with children the joy of language and literacy. These supportive partnerships and schemes promote consistency in children's care, learning and development.

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

Children establish good relationships with their key person, and other children and adults. Therefore, they are sociable, happy and confidently explore a welcoming environment, while accessing a good range of stimulating resources. Children develop good independence in the routine. For instance, they collect their own plate and cup before snack time and are given special responsibilities in the routine, such as being the monitor to offer the plate of fruit to the other children. Good information is gathered from the parents at the start about the children's individual needs, for example, 'a getting to know you' form is used. This supports their emotional well-being and prepares them for the next stage in their learning.

Children have good levels of self-esteem and confidence as their achievements are recognised well. For instance, staff celebrate these well, by displaying their 'Wow' moments and use certificates to reward their behaviour, such as presenting the award for the 'star' of the week. As a result, children are cooperative and respond well to the rules,

for instance, when they hear the noise of the horn, they listen, raise their hands in the air and then begin to tidy up.

Children develop good awareness of their own bodily needs, as they are given support and independently pour their own drinks when they are thirsty. Children make healthy choices as nutritious snacks are provided. They develop good awareness of their own safety, as they learn to cut the fruit, while using a knife with care and supervision. Children's health and well-being is featured strongly in the routine. Therefore, children develop good awareness of the importance of maintaining a healthy lifestyle through physical exercise and fresh air. For example, the garden area strongly supports children learning well in all the areas of their learning. Children explore nature such as the bugs and natural resources in the mud kitchen and within the outdoor classroom. They engage in fire evacuation practices and this enables them to learn how to leave the building quickly in an emergency. Visits from people in the community facilitate the children's awareness of how they can keep themselves safe, such as from the police.

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

The leadership and management of the pre-school are strong and good systems monitor the educational programmes. The manager demonstrates a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, and her roles and responsibilities. As a result, safeguarding practice and policy procedures are effectively followed, and all staff are clear of the procedures to follow in the event of a child protection concern. The on-going suitability of staff and committee members is a high priority in the setting. Therefore, there are robust recruitment processes and clear procedures and policies which results in confidentiality being maintained well by the staff and committee members. This contributes to the effective organisation of the pre-school and meets all of the statutory requirements. The staff effectively record children's dietary requirements and liaise with parents to meet their individual needs. Good arrangements are in place to ensure the ratios of adults to children are maintained well. Therefore, there is always appropriately qualified staff present to run the group or to act up in the absence of the manager. As a result, the children receive good supervision and support in the indoors and outside play areas. Children's behaviour is managed well and the staff use discussion with parents well and good strategies to support the children's individual needs. Particular consideration and advice is sought to how they approach children's play, for example, when parents' jobs require using weapons, and this is managed positively. The majority of staff are qualified and their effective teaching skills and knowledge mean that children progress well in their learning. An effective key person system shares information well with the parents about the children's progress and this includes sharing clear information in their tracking records. Children's information and records are stored securely on the premises. Therefore, these robust procedures actively promote children's learning and development, safety and well-being.

There is a strong emphasis on driving improvement and on monitoring and evaluating the pre-school's practice. As a result, the team work together well, through effective

communication and sharing of information. This contributes to the staff's good knowledge and awareness of their roles and responsibilities within the routine and in meeting the learning and development requirements. The children's assessment records have been reviewed and changed. Therefore, improved tracking systems and planning contributes more effectively to supporting the children's next steps in their learning and to their good progress.

Good relationships with parents contribute to meeting the children's individual needs and to their development. This includes planned settling periods, daily discussion, and regular parents' meetings to discuss and share children's good progress. Parents comment positively about how they feel fully informed and involved in children's learning through the pre-school's good organisation. Staff share information effectively with other early years settings and good links with the local schools support the children's moves. This promotes a good sharing of information and continuity in children's learning and development and supports the children's individual needs.

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	105994
Local authority	Devon
Inspection number	980002
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	45
Name of provider	Lympstone Playgroup Committee
Date of previous inspection	10/11/2009
Telephone number	01395 225345

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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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