

# Thorverton Pre-School

Thorverton C of E School, School Lane, Thorverton, EXETER, EX5 5NR

<b>Inspection date</b>	24/09/2014
Previous inspection date	08/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Teaching is good and based on a good knowledge of children's abilities and next steps in their learning.
- Children are fully engaged in their play, supported by a wide variety of quality resources and activities that motivate and offer challenge for children.
- Very close relationships and attachments with staff ensure children are happy and secure and, as a result, they are fully involved and confident at the pre-school.
- Staff promote children's self-help and independence skills exceptionally well, resulting in children showing high levels of self-control and confidence in their play.
- Partnerships with parents are strong. They feel involved in their children's learning and speak very highly of the setting.

### It is not yet outstanding because

- Systems to monitor children's development records are not consistent, which means not all parents receive detailed information about their child'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.

## Inspection activities

- The inspector observed interactions indoors and outside.
- The inspector talked to staff, the manager and chair of the committee, and invited the manager to carry out a joint observation.
- The inspector sampled documentation including policies, risk assessments and children's learning documentation.
- The inspector talked to parents on the day of the inspection.
- The inspector reviewed the pre-schools self-evaluation.

## Inspector

Katherine Lamb

## Full report

### Information about the setting

Thorverton Pre-School registered in 2002 and moved to its current premises in 2011. It operates from a purpose built building on the site of Thorverton Primary School, Thorverton near Exeter, Devon. It is managed by a parent committee. They are registered on the Early Years Register. The setting supports children with English as an additional language as well as children with special educational needs and/or disabilities. There are currently 19 children on roll. Sessions are Monday and Thursday 9am to 3.15pm and Tuesday, Wednesday and Friday 9am to 12.45pm. Four members of staff work with the children, all are qualified and the manager holds a degree in early years. An administrator also supports the pre-school.

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

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

- strengthen the monitoring of children's development records to ensure parents receive consistent information about their children's learning throughout the pre-school.

### Inspection judgements

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

Staff meet the needs of all children well. Children settled quickly when they arrive and start to play with their friends. Staff show close, warm relationships with children and they know the children well. There are good teaching techniques used by staff. This has a positive impact on children's learning and development meaning that children make good progress from their starting points on entry to the nursery. Staff support children's learning well. They talk to children clearly, question them about what they are doing and leave time for them to answer. This shows that staff have an interest in what children have to say and enable them to consider their reply. The manager deploys staff well to correctly supervise children and support their learning effectively.

The pre-school is well resourced with designated areas to support different parts of children's learning and development. Some resources are stored in boxes labelled with photographs, and this helps children know where things belong. This also helps to promote children's independence when it is time to tidy up. Staff plan activities to cover all areas of learning, and meet children's individual needs to support their development. Children have individual learning journeys that record their achievements through photographs and observations. Parents are able to contribute to these folders with moments that happen at home, so they are involved in their children's learning. Staff promote children's communication and language skills well. For example, regular group

times and snack time allow children the opportunity to communicate their thoughts and feelings with others. Children enjoyed learning what happened as they mixed different ingredients when cooking. Children used their number skills to weigh ingredients and showed strong turn taking with mixing and pouring. They were excited to see the final products when they were cooked. Children understood that the cakes were hot when they came out of the oven. Children benefit from free access to the large enclosed garden which is used as an extension of the inside space. Children learned about sounds as they explored musical instruments and word games. They counted syllables in their names and made up songs to the beat of their music. Staff regularly read to the group. Consequently, children show a love for books. They take care when turning the pages and placing books back onto the shelves. Staff ensure all children engage in the story by asking them questions to involve them.

Parents speak highly of the staff. Although a particular member of staff cares for children, parents report that their children have strong bonds with all staff. Staff encourage parents to share useful information about their child when they start. They have ready access to records detailing children's learning journeys, which they can view at any time to keep up to date on their children's progress. These also include the progress check for two-year-old children. However, some parents receive more detailed information about their child's progress through these records than others do.

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

Throughout the pre-school, children are extremely happy and very well settled. They are highly confident as they engage in conversations with staff and visitors. Staff offer lots of positive praise and recognition for children's efforts and achievements. Staff are extremely attentive to the children as they listen to their requests and are fully aware of their individual needs, supporting very secure emotional attachments. Staff know the children very well. Therefore, they are able to meet their care and learning needs effectively, including those children who have special educational needs and/or disabilities. Children thrive in the pre-school. They enjoy the different experiences offered as staff give consistent support, and provide an environment that meets their learning and development needs very well.

An effective key person system makes sure that strong relationships form between staff, children and their families to promote an excellent level of well-being. Physical skills and exploration are exceptionally well-promoted as children use small and large physical equipment that build their skills superbly. All children have access to a rich and challenging outdoor environment. They learn to take risks safely as they use the equipment. For example, they climbed on slides and used seesaws, working out how to make them balance. Staff allow children to climb and learn to take risks but are close-by to offer support if needed. This allows children to develop an understanding of how to assess risk.

Children demonstrate through their behaviour that they feel safe and secure within the pre-school. They behave extremely well because they are settled. Staff build respectful and caring relationships with all the children and their families. Children are learning about

safety and self-care through excellent routine activities and discussion. Children are very effectively learning about self-care and personal hygiene through consistent routines and staff reminders. Older children know to wash their hands before cooking because they might be dirty. Staff reminded children to wash their hands during cooking activities if they sneezed or coughed, as they now have new germs on them. Meal times are social occasions and children are encouraged to be independent in serving themselves and eating. Children also benefit from having their lunch at the school. This particularly helps with skills that they will need when they move to school. Staff know individual dietary needs very well.

Staff prepare children exceptionally well for the move from home to the pre-school. Children attend settling-in visits and play sessions. This ensures they are settled and parents reassured. Staff are extremely alert to children's needs. They promote and assure children's emotional well-being at all times, including children with special educational needs and/or disabilities. Teachers come to visit children and get to know them before the move to school, preparing them well emotionally. Children are also able to use the school facilities and join in with sessions on Friday afternoons with the reception class.

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

Children's safety and welfare are a priority in the pre-school. The manager and staff implement the safeguarding and welfare requirements of the Early Years Foundation Stage effectively. The setting has appropriate policies and procedures in place to facilitate this. Staff implement effective systems that help ensure children's safety and well-being at all times. Children are very well supervised, all entrances to the premises are well secured and all staff hold a current paediatric first aid certificate. Staff are very knowledgeable about child protection issues and all have attended training on safeguarding children. They are fully aware of how to follow the pre-school procedures of what to do if they have concerns about any of the staff or children in their care. Thorough recruitment and induction processes help to ensure all staff are suitable to work with children. Robust risk assessments of all areas of the pre-school identify potential hazards to minimise risks to children. The pre-school also has strong links with the school and other professionals in order to support children with special educational needs and/or disabilities if the need arises. Staff understand how to support children who speak English as an additional language. The close partnership working with other professionals ensures that staff identify children's needs and that they are supported to make good progress.

All staff have a solid understanding of child development and how to meet children's individual needs including those with additional needs. The manager makes sure that staff plan relevant learning experiences for children according to their individual needs. She holds weekly planning meetings with the staff. Appraisal and supervision ensures that standards are high. There is ongoing training and staff attend extra training to help advance their professional development and to continually improve the learning outcomes for children.

The manager and her staff work very effectively as a team. They share expertise and take on different roles within the pre-school. Everyone involved in the pre-school, including staff, parents and children, all contribute their views to help evaluate what the setting provides, and identify areas for improvement. Staff ask parents to complete questionnaires to gauge their satisfaction with the provision. The manager observes staff practice informally on a daily basis and more formally during staff appraisals and supervisions. Staff are committed to working together with parents, to promote continuity of care and learning for the children. For example, staff share information through regular newsletters, parent boards, discussions with key staff, meetings and sharing of children's assessment reports. Parents are very pleased with the provision and their children's progress. Parents state that they are happy with the care their children are receiving. They find staff a very approachable team and feel attending the pre-school will help bridge the gap for children as they move on to school.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY354401
<b>Local authority</b>	Devon
<b>Inspection number</b>	986308
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Thorverton Pre School Committee
<b>Date of previous inspection</b>	08/05/2009
<b>Telephone number</b>	01392 861707

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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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