

Wembury Pre-School

Allsorts Building, Wembury Primary School, Knighton road, Wembury, Plymouth, Devon, PL9 0EB

Inspection date

23/09/2014

Previous inspection date

26/02/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
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	1

The quality and standards of the early years provision

This provision is outstanding

- Staff are highly skilled and exceptionally committed, which means that the quality of teaching is consistently high. This results in all children making excellent progress in their learning and development.
- In partnership with parents, staff expertly observe, assess and identify each child's needs and learning style. This results in the provision of consistently high quality learning experiences, which enable children to reach their full potential.
- Staff develop extremely secure attachments and strong bonds with children, and know them very well. As a result, all children develop close, affectionate relationships with their key person and each other, enabling them to develop independence and thrive.
- The pre-school, school and parents work very effectively in partnership so that children go on to school confidently and ready for the next steps in learning. The strong community ethos supports children and families very well.

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 a wide range of activities indoors and outside.
- The inspector talked to children, parents, staff and the chair of the committee.
- The inspector carried out a joint observation with the supervisor.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, and health and safety.
- The inspector sampled children's developmental records and reviewed the systems for assessment and planning.

Inspector

Margaret Baird

Full report

Information about the setting

Wembury Pre-School has been registered since 2003 and is sited in purpose-built premises within the grounds of the village primary school, with which it has established links. Access and facilities are suitable for children with physical disabilities. The pre-school is open from 9am to 11.30am Monday to Friday, with a lunch club from 11.30am to 12.30pm. Further sessions are available on Mondays, Tuesdays and Thursdays from 12.30pm to 3pm. Currently there are 25 children on roll, all of whom are in the early years age range. The pre-school is in receipt of funding for three- and four-year-olds. Five staff are employed by the committee to work with the children. Four members of staff hold a qualification at level 3; one holds a qualification at level 2 and is working towards a level 3 qualification. The pre-school receives support from the Early Years Development Advisory Service and is a member of the Pre-School Learning Alliance. It is on the Early Years Register.

What the setting needs to do to improve further

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

- extend opportunities for mark making in role play so that children consolidate their understanding that writing has meaning.

Inspection judgements

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

Children are happy, enthusiastic and highly motivated to learn. Staff have an excellent understanding of the Early Years Foundation Stage and how children learn and develop. Consequently teaching is consistently of a very high quality.

Staff are highly skilled and have significant experience. They assess children's starting points and carry out precise observations of children, which identify their individual learning needs. Staff demonstrate an excellent understanding of children's expected levels of development and skilfully plan to extend their learning. The supervisor has developed an effective system for planning; this focuses on activities that motivate children, enabling them to learn effectively. As a result, children display high levels of interest and concentration.

Planning and assessment is done in very close partnership with parents, who fully participate in their child's learning. Individual targets are planned with parents and future learning is developed, taking into account children's interests and individual needs. Achievements and milestones in the pre-school and at home are celebrated in a 'wow book'. This shared approach to learning means that staff and parents notice when children

need extra support. This is then provided promptly and effectively, either by staff in the pre-school, or by working together with outside agencies. Consequently, children make the best possible progress in their learning.

Staff plan exciting activities, which enable children to make links in their experiences and areas of learning. For example, they set up an environment rich in opportunities to make music. Children make sounds with metal pots and pans, create their own instruments from recycled materials, identify musical instruments and sing songs. They also bring in musical instruments they have made at home and confidently share their experiences.

Staff provide excellent support for children in their learning, and skilfully judge how and when to interact in order to extend learning. They allow children time and freedom to become deeply involved in open-ended activities, which challenge children's thinking. For example, they inspire and support children as they decide how they will make musical instruments. Children are encouraged to look at real musical instruments and listen to the sounds they make. They then select and put together materials to make their instruments. They concentrate for long periods and persist through challenges. For example, staff support and encourage children as they try hard to cut cardboard pieces for their creations. They ensure children have enough support to develop their skills and praise their efforts as they succeed. These opportunities help them to test out their ideas and to think critically. As a result, children show a high degree of confidence, and are eager and active learners.

Staff place a high priority on ensuring children develop literacy skills, which means that they are very well prepared for their future learning. They provide focused group activities, which are interactive and fun. For example, children are delighted as they sing songs, take pictures from a bag and carefully match sounds to letters. Staff take time to listen to their thoughts and ideas with interest, and praise their efforts. Staff value what children have to say, using their comments to extend learning. This means that children are confident and develop extremely good communication skills.

Staff provide a good range of pens, paper and art materials so that children have lots of opportunities to draw and write throughout the day. They ensure that resources such as scissors are always available, so that children can develop skills naturally and when they are motivated. Outdoors, children use water and paintbrushes to make marks on the walls and fences. Staff are always nearby to provide support when necessary, and to encourage children to explore. They guide them sensitively, listening carefully to what they have to say and praising their efforts. Consequently, children make excellent progress in their learning.

Learning is enriched by regular visits from a sports coach and a foreign language teacher. Visits from members of the local community, such as paramedics and police officers, provide valuable experiences for children. This enables them to find out about the world around them and enhances their learning. It also nurtures the sense of community, which enables children to develop well socially and emotionally. Staff ensure that they regularly plan activities so that children find out about other countries and cultures. Children with links to another country are encouraged to share their language and traditions, which provides exciting and enriching learning opportunities. As a result, children are very well

prepared for the next steps in learning.

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

Children are happy, settled and secure because staff are extremely caring and considerate towards them and their families. Staff develop secure attachments and strong bonds with children and know them very well. As a result, all children develop close, affectionate relationships with their key person and each other, and develop the confidence with which to explore their surroundings and increase their independence.

Staff provide a wonderfully rich and varied learning environment. Inside, there are inviting and attractive spaces, which enable children to gather together for role play, construction activities or making music. Staff provide an area where children can use computers and enjoy learning on an interactive whiteboard. This enables children to develop skills when using information technology, and enhances learning across all areas of the curriculum. The indoor and outdoor environment is rich in letters, numbers, shapes and meaningful information, which children refer to as they play and learn. This embeds their literacy and mathematical skills, and ensures that they make excellent progress. Outside, the environment is arranged so that children can choose to climb and explore, or sit and look at books together. Sensory experiences are provided through the provision of sand, water and playdough. Staff encourage children to find out about the natural world as they feed the birds and look at caterpillars through magnifiers. Children gather together for stories or a bug hunt in the story telling area in the orchard.

Children's behaviour is exemplary. Staff act as positive role models and have high expectations of children's behaviour. They act as positive role models and support children as they play together very well. Children are encouraged to negotiate and share as they play. There is a strong emphasis on being kind to each other, and children develop strong friendships, which are valuable when they move on to school.

Staff provide healthy, nutritious and varied snacks. At lunch times, children have the opportunity to collect a school lunch from the school cook, supported by a member of staff. This develops independence and confidence, and enables children to become familiar with the school. Staff eat with the children and mealtimes are sociable. Children enjoy each other's company as they talk about their day. They grow fruit and vegetables in an allotment and the garden, which they harvest and prepare for snacks. This effectively helps them to understand where food comes from, and establishes healthy eating. Children enjoy plenty of fresh air and exercise, as they run, jump and climb outdoors. Staff ensure children understand the importance of exercise and how it affects their bodies. For example, they ask them to notice their hearts beating faster as they run and play. Children enjoy finding out what happens when they run faster, or have a rest. This enhances their physical development and helps them to develop a healthy lifestyle.

Staff expertly involve children in thinking about how to keep themselves safe. For example, as a group gathers to feed the fish, staff encourage them to think about taking turns and being careful with the fish food. Staff support children's individual care needs

and routines very well. Children are encouraged to wash their hands independently before meals and after messy play activities. There are robust risk assessment systems in place, which are continually reviewed. Staff are vigilant and have an extremely high regard for children's safety. The pre-school is a member of an organisation that promotes the importance of staying adequately protected in the sun.

The pre-school shares a site with the local primary school and has excellent links and transition arrangements. The pre-school, school and parents work very effectively in partnership so that children go on to school confidently and ready for the next steps in learning. Children with additional needs are particularly well supported at this important stage in their development. For example, a book with photographs of the school environment and staff is provided, and extra time is allowed for visits. Staff ensure the pre-school children are familiar with the school and staff in their everyday activities. For example, children explore the school fields and enjoy stories in the storytelling area. A programme of visits is arranged as children approach the time for moving into school. Staff ensure children gradually build their confidence by using a phased approach so that they can feel self-assured about their future. This promotes excellent continuity to support children's ongoing learning and care needs as they move on to school.

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

The committee and staff have a very good understanding of the requirements of the Early Years Foundation Stage, collaborating very effectively to continually improve the service provided for children and families. They ensure that the pre-school is part of the local community, and funds are raised so that children can enjoy the benefit of new resources.

The supervisor is extremely committed and staff work together as a highly effective team. They are very experienced and knowledgeable, and their individual skills and strengths are used effectively. They are passionate and committed to providing the best possible service for children and families. This results in the provision of a programme of high quality learning experiences, which enables all children to reach their full potential. Regular staff and supervision meetings, as well as appraisals, ensure that high levels of teaching and learning are maintained. Staff enhance their skills and expertise through regular training and developing their practice. They constantly evaluate the environment and activities as they strive to provide exciting experiences for children. Staff training is also responsive to individual children's needs, so that staff have the expertise to enable all children to develop and thrive.

Robust self-assessment systems, which involve children and families, are in place and recommendations from the previous inspection have been successfully addressed. The supervisor and staff are very reflective of their practice. A newly devised system for planning and assessment ensures that children become effective, active learners. Consequently, the pre-school demonstrates an excellent capacity to maintain continuous improvement.

Staff have an excellent understanding of the importance of keeping children safe, and safeguarding policies and procedures are robust. Staff are well trained in the Local Safeguarding Children's Board procedures so that they are up-to-date with all current legislation. They confidently describe the procedure for dealing with child protection issues, should they arise. Effective and rigorous recruitment procedures are in place to ensure the suitability of each member of staff. Staff and management give the utmost priority to children's safety through comprehensive risk assessments. They monitor and revise these in response to any events or new information. Clear policies and procedures for administering medicines and managing health and hygiene are in place and shared with parents. Staff have up-to-date paediatric first aid training and are deployed well so that prompt action can be taken in an emergency situation. Staff work very well with the local children's centre and outside agencies so that children receive support promptly when necessary. This support is continued and extended very effectively in the pre-school, so children develop and thrive.

Partnership with parents is outstanding. Parents speak highly of the pre-school and are very complimentary about the staff. They are very happy with the care and education provided. Children and parents delight in sharing their 'wow books'. This information, gathered at home and in the pre-school, fully contributes to planning and assessment procedures. The supervisor very effectively provides parents with information about what children are learning. Planning is shared and photographs are displayed electronically in the entrance to the pre-school, along with other valuable information. The pre-school website is also a valuable and effective source of information for parents, and a very comprehensive welcome pack ensures that parents are exceptionally well informed. There is a strong community ethos and parents say that children love their time at the pre-school. They comment that children benefit from big smiles, enthusiasm and caring ways.

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

Unique reference number	EY242951
Local authority	Devon
Inspection number	832926
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	25
Name of provider	Wembury Pre-School Committee
Date of previous inspection	26/02/2009
Telephone number	01752 863472

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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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