

Saplings

Millenium Centre, Biltor Road, Ipplepen, Newton Abbot, TQ12 5QL

Inspection date	12/11/2014
Previous inspection date	01/12/2009

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 very committed and highly skilled, which means that the quality of teaching is consistently high. This supports all children to make excellent progress.
- Staff expertly observe, assess and identify each child's needs and interests. This results in the provision of high quality learning experiences, which enable children to reach their full potential.
- Staff develop very secure attachments with children, and know them well. As a result children have close, affectionate friendships with staff and with each other, enabling them to develop very well socially.
- The pre-school works hard to ensure that there is a strong community ethos, which 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.

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 observed a wide range of activities indoors and outside.
- The inspector talked to children, parents, and staff.
- The inspector carried out joint observations with the manager.
- The inspector reviewed documents and procedures.
- The inspector looked at children's developmental records and reviewed systems for assessment and planning.

Inspector

Margaret Baird

Full report

Information about the setting

Saplings was registered in 2009 and is run by the governors of Ipplepen Primary School. It operates from the Millennium Centre in the village of Ipplepen in Newton Abbot, Devon. The pre-school has sole use of the centre when it is operating. There is one large room, an office area and associated facilities, as well as a secure outdoor play area. The building is on one level with a ramped entrance and accessible toilets. The pre-school is open from 8am to 6pm, term time only and offers before and after school service. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 34 children in the early years age group on roll. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language. There are six staff working directly with children, working a combination of part and full time hours. The manager has Early Years Professional Status and four staff have appropriate childcare qualifications.

What the setting needs to do to improve further

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

- provide further opportunities for parents to contribute observations from home to support staff in gaining the fullest possible knowledge of each child.

Inspection judgements

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

Staff have significant experience, are highly skilled and know children well. They gather information about children when they first attend by consulting with their parents and making observations of them as they play. This enables them to plan activities based on children's abilities and interests. As a result, children are happy, enthusiastic and highly motivated to learn. Staff have an excellent understanding of the Early Years Foundation Stage and know how children learn. They provide an extensive range of exciting activities, which enable children to learn from every day experiences. For example, during cooking activities they look at recipe cards, weigh and measure, and talking about the different textures of ingredients. Skilful planning effectively supports individual children to make the best possible progress in their development. Staff continue to expertly assess levels of achievement across all areas of learning by making regular and precise observations of children as they play and learn. This enables them to identify any gaps or areas for development, which they then target effectively by providing relevant activities. Staff skillfully judge how to interact with children in order to extend learning. At story time, staff bring stories to life and encourage interaction. Children are captivated and contribute enthusiastically to the shared experience as they relate stories to real life situations. Staff encourage children to identify rhyming words and praise their efforts. This very effectively

promotes children's confidence and self esteem. Children also thoroughly enjoy joining in with action rhymes. Staff build on children's existing knowledge to extend their learning further. For example, during the inspection, children recited a rhyme about a bus. Staff encouraged them to think about the different parts of a bus, reminding them about their recent role play in a 'car repair shop'.

The learning environment and resources very effectively support the development of literacy and mathematical skills. There are signs, letters and numbers displayed at children's height helping them to understand that print carries meaning. Children also learn to write for a range of purposes. For example, they write on clipboards as they carry out repairs to cars in the role play area. There are signs for them to read as they use tools and fill cars with petrol. Consequently, they are developing confidence in recognising written letters and numbers. The outdoor area provides children with an array of interesting opportunities to develop physical skills.

Staff work closely with parents and are always available for daily discussions, support and advice. There are regular meetings where parents review their child's progress with their key person. Staff inform parents about planned activities, songs and stories that they can use to support children at home. Staff obtain very useful information from parents when children first start but do not routinely encourage them to provide ongoing observations about their child's learning at home. This means that, while parents receive very clear information about their child's progress, they do not generally take a particularly active role in contributing to their assessments. The pre-school works hard to be part of the local community. They take children on visits to the local bowling club, and hold events at the church. This ensures children find out about their local community, and contributes towards their well-being.

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

Children are happy, secure and settled because staff are exceptionally considerate and caring. They manage the settling-process sensitively, gathering information from parents to enable them to tailor support precisely for children's individual care and well-being. As a result, children form secure, affectionate attachments and friendships, and show a strong sense of belonging. This gives them a sound foundation to gain the skills and confidence necessary to prepare them for moving on to school.

Staff are caring and act as good role models. Children respond positively and their behavior is exemplary. Staff consider children's feelings as they support them to manage their own developing emotions. As a result, children display superb social skills as they explore the activities on offer, cooperating and sharing resources amicably.

Staff manage routines very effectively to promote independence, particularly at snack time. Children enjoy choosing healthy snacks, which they serve themselves. This supports them to understand the importance of good health and self-care. Staff also use snack time as an opportunity to develop language and social skills, engaging children in lively discussions. They use skilful questioning to encourage children to talk about what they

have been doing. For example, during the inspection, children confidently talked about the ingredients they used to make play dough, and how it felt. Staff encourage children to make independent choices about their play. As a result, children interact and cooperate extremely effectively with each other. They have regular access to exercise and outdoor play, which promotes a healthy lifestyle. The outdoor area has ample opportunities for physical development and this is enhanced further as the pre-school is able to use the adjoining park, and fields beyond. Children thoroughly enjoy visits to local allotments, which enable them to find out about where food comes from. The ethos of active outdoor learning is a strength of the pre-school and, as a result, children develop well and thrive.

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

Management and staff are extremely committed and work well as a team. They monitor and track children's progress very effectively, which means that children's individual needs are met. Staff have an excellent understanding of how to safeguard children in their care. They are well trained in child protection procedures, keeping them up-to-date with all current legislation and local authority guidance. They confidently describe the procedure for dealing with any concerns should they arise. There are written policies and procedures underpinning the working practices. These help staff to work consistently and efficiently. These are reviewed regularly to ensure they remain up to date with current legislation and early years practice. Management and staff give the utmost priority to children's safety through comprehensive risk assessments. There are written risk assessments to identify potential hazards and staff take prompt action to minimise these. As a result, children remain safe and secure.

Robust recruitment and vetting procedures help to determine that all staff are suitable to work with children. Staff receive regular supervision and appraisals from the manager. Staff also have regular opportunities to discuss any areas for improvement, including any training needs, at staff meetings. The programme of professional development is good and staff share their updated knowledge with colleagues when they have attended training. This helps to ensure that training has a positive impact on the outcomes for children.

Staff prepare children well for moving on to school and for their future learning. They are able to become familiar with the staff and school through planned visits. The manager meets regularly with the head teacher and governing body of the primary school, working together to benefit the children. All staff are highly reflective of their practice and are consistently striving to improve. They are passionate and committed to providing the best possible service for families. Staff consult parents about potential improvements to the pre-school, providing them with an opportunity to shape the service to fully reflect their children's needs. Staff work closely with other professionals and external agencies when necessary. This ensures that children receive targeted support and intervention. Parents spoken to at the inspection praise staff highly. A parent commented that 'it is the staff that make the pre-school what it is'.

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. 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	EY396647
Local authority	Devon
Inspection number	986355
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	28
Number of children on roll	34
Name of provider	Ipplepen Primary School Governing Body
Date of previous inspection	01/12/2009
Telephone number	01803812466

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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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