

Whitchurch Pre-School

School Road, Whitchurch, TAVISTOCK, Devon, PL19 9SR

Inspection date	25/11/2014
Previous inspection date	18/01/2011

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

- Staff have a good knowledge of how children learn and develop. The quality of teaching is good, ensuring children make good progress.
- Staff promote literacy and skills in mathematics very well. Children show high levels of enthusiasm and development in these areas of learning.
- Staff know children well and form good relationships with them, providing an atmosphere which fosters a feeling of belonging and a strong sense of community.
- Relationships with parents are very good and staff support families well, contributing to children's well-being.
- The pre-school works well with other settings and schools so that children move on confidently and are ready for the next steps in learning.

It is not yet outstanding because

- Staff do not provide opportunities for children with English as an additional language to see, hear and use their own language as they play.
- Staff do not always take advantage of opportunities to promote independence. For example, by encouraging children to clear away their plates and cups at snack time.

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 range of activities and talked with staff and children about what they were doing.
- The inspector reviewed documents, policies and procedures.
- The inspector took account of the views of parents spoken to on the day and reviewed written comments from parents.
- The inspector reviewed systems for assessment and planning and conducted joint observations with the manager.

Inspector

Margaret Baird

Full report

Information about the setting

Whitchurch Pre-school registered in 1994 and has been running for over 25 years. It operates from a building in the grounds of Whitchurch Community Primary School. The setting is led by a committee of parents and is a member of the Pre-school Learning Alliance. The setting has sole use of the building when operating. There is a secure outdoor play area and access to the school conservation area. The setting opens five days a week during school term times. They are open on Mondays, Thursdays and Fridays from 9am until 3pm, and on Tuesdays and Wednesdays from 9am until 1pm. There is a toddler group on a Tuesday afternoon. It is registered on the Early Years Register and currently, there are 30 children on roll. The setting receives nursery education funding for three and four-year-old children and also receive 2Gether funding . The setting employs five staff who work with the children, of whom four hold a relevant early years qualification. The manager of the setting holds Early Years Professional Status and is a qualified teacher.

What the setting needs to do to improve further

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

- provide opportunities for children to see, hear and use their own language in their play to support their acquisition of English.
- enhance opportunities for children to develop independence further.

Inspection judgements

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

Children enjoy coming to the pre-school and are making good progress in their learning and development. Staff have a good understanding of the Early Years Foundation Stage, know how children learn and support them effectively. They provide a good range of exciting activities, which motivate children to learn. Activities and resources are well organised so that children make independent choices about their play, and interact and cooperate with each other. Staff skillfully guide children as they follow their own ideas during open-ended activities and intervene when necessary to support learning. They interact well with children, talking activities through and asking questions to develop their curiosity. For example, following the story about a stick man, staff encouraged children to make their own stick men from an interesting range of resources. Staff provided good support, following their lead and enabling them to think things through, such as which materials to use.. As a result, children develop creative skills and become confident learners.

Staff have developed an environment and resources which effectively supports the development of literacy and mathematical skills. For example, there are signs, letters and numbers displayed at children's height, which children talk about as they play. At register time, staff encourage children to count and develop mathematical skills through songs and rhymes. They praise children as they begin to write their names, and encourage them to sound out the letters. Consequently, children develop good literacy skills and are motivated to learn. The outdoor area provides children with lots of interesting opportunities to develop physical skills, as they run, climb and collect piles of leaves. Staff encourage and praise their efforts, which develops children's confidence and self-esteem.

Planning effectively supports individual children in their development. Staff accurately assess levels of achievement across all areas of learning by making regular observations of children as they play and learn. This enables them to identify the next steps in learning, which are then targeted effectively by the provision of relevant activities. Staff regularly summarise children's progress, and this is shared with parents, who are involved in setting targets for children's development. Staff provide information to parents about planned activities so that they can support children at home. This shared approach to learning ensures children's individual needs are met and they make good progress. Staff support children with English as an additional language through sensitive interaction and liaison with parents. However, they do not always provide opportunities for children to see, hear and use their own language as they play to further promote their acquisition of English.

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

Staff have good relationships with children and families. They gather information from parents when children start, and have regular conversations. This enables them to tailor support for children's care and well-being. As a result, children form secure attachments with staff and each other, so they become confident and self-assured. Staff are caring and act as good role models, and children respond positively. Children's behaviour is good and staff remind them to take turns and share resources, encouraging cooperation. For example, as children help each other to stock the role play shop. Staff praise their efforts to work as a team, pointing out what they have achieved together.

Staff ensure that children understand the importance of washing their hands by providing visual prompts in the toilet area. Consequently, children become independent in their personal care. Children enjoy choosing healthy snacks. They serve themselves and pour their own drinks. Staff also use snack time as an opportunity to develop language and social skills as they talk to the children about the food they are eating. When they have finished their snack, children go back to their play, but staff do not encourage them to collect up their own plates and cups. As a result, staff miss some opportunities for children to develop self-help skills further.

Children have regular access to exercise and outdoor play, which promotes a healthy lifestyle. Staff make good use of an extended outdoor area so that children can learn about the natural world. The ethos of active learning outdoors is a strength of the pre-

school and as a result, children develop good physical skills and thrive.

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

The committee, manager and staff work well as a team, and there is a supportive atmosphere. They monitor and track children's progress effectively, which means that children's individual needs are met. Staff have a good knowledge and understanding of safeguarding children in their care. They know how to recognise when children may be at risk of harm and understand their role and responsibility in taking prompt and effective action when necessary. Effective policies and procedures are reviewed regularly and shared with parents. Staff ensure the environment is safe, secure and well maintained through regular safety checks. As a result, children are safe and secure.

Robust recruitment and vetting procedures ensure that all staff are suitable and staff receive regular supervision and appraisals from the manager. There are regular staff meetings, and training needs are promptly identified. The programme of professional development is good, and staff share good practice when they have attended training, so that there is a positive impact for children.

Children are well prepared for moving on to school and their future learning. The manager works closely with the nearby school and other settings and plans visits and joint events. Children become familiar with the staff and school as part of a gradual process, which enables them to move on confidently. The pre-school works well with other providers who may be supporting children. They have meetings and share children's achievements, ensuring a consistent approach to learning. This enables all children to make good progress.

The manager and staff are reflective of their practice so that the pre-school is consistently striving to improve, and all previous recommendations have been addressed. Parents are consulted about potential improvements to the pre-school and this contributes to an effective self-evaluation.

Staff work closely with other professionals and external agencies when necessary. This ensures that children receive targeted support and intervention. Therefore, staff identify and address any developmental gaps promptly. Staff support families well and parents speak highly of the staff, saying that they have provided invaluable support. Parents comment favourably about their children's developing skills and confidence, and say that children are happy and developing well at the pre-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

Unique reference number	106278
Local authority	Devon
Inspection number	845895
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	30
Name of provider	Whitchurch Pre-School Committee
Date of previous inspection	18/01/2011
Telephone number	07812 856353

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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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