

Bassetts Farm Pre-School

Bassetts Farm Primary School, St. Johns Road, Exmouth, Devon, EX8 4GB

Inspection date	24/11/2014
Previous inspection date	04/12/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3

The quality and standards of the early years provision

This provision requires improvement

- Children enjoy the time they spend at the pre-school. They make good progress in their learning and development because the quality of teaching is good. Staff provide a wide range of play activities for children to enjoy.
- Children are settled and secure because they have formed close bonds with their key person, who knows them well. Consequently, child's needs are well met.
- Partnerships with parents are strong. Parents enthusiastically praise the pre-school and comment on how well their children settle in. As a result, children form secure attachments with practitioners and participate confidently in activities.

It is not yet good because

- The provider has not notified Ofsted of changes to the manager and committee members, as required.
- Not all children have participated in a fire drill to reinforce their awareness of how to keep themselves safe.
- The start of meal times are not always organised to support children's understanding of table manners.

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 play and interactions inside and in the garden.
- The inspector spoke to staff and held meetings with both managers.
- The inspector sampled documentation including children's learning, suitability checks and policies.
- The inspector carried out a joint observation with both managers.
- The inspector spoke to some parents and carers to obtain their views on the day of the inspection.

Inspector

Katherine Lamb

Full report

Information about the setting

Bassetts Farm Pre-School is a committee-run group, which opened in 1983, and transferred to its present site in 2009. It operates from a new purpose-built building within the grounds of Bassetts Farm Primary School in Exmouth. It is registered on the Early Years Register, as well as the voluntary and compulsory parts of the Childcare Register. The facilities include a large playroom, toilets, a kitchen, an office, an enclosed outdoor play area, an entrance lobby and a large storeroom. There are currently 61 children on roll. The setting provides early education for funded three- and four-year-olds. The group supports children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school opens on weekdays, in school term times, from 9am to 3pm. There are nine staff working with the children. Of these, eight hold appropriate early years qualifications and one is studying for a qualification. The pre-school also employs an administrator. The group receives support from the Local Authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that systems are in place to inform Ofsted of changes to all managers and committee members

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

- provide all children with the opportunity to participate in fire drills to help them learn about staying safe in emergencies
- review the organisation of meal times so that staff are able to support children with their table manners.

Inspection judgements

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

Staff provide children with a well-resourced and stimulating environment that offers activities that cover all areas of learning. The children are eager to explore the pre-school and immediately engage with the activities on offer. Staff have a good understanding of the individual learning needs of the children and plan activities based on the children's next stage of development and their interests. Staff provide the children with a variety of

both adult-led and child-initiated experiences. They listen to the children and make use of spontaneous events. For example, children showed the staff the worms they had collected in the garden. Staff extended this further by providing them with magnifying glasses to view what they have found, more closely. Staff develop children's knowledge of the world around them, as well as mathematical concepts as they compare sizes and shapes when playing games. Staff make effective use of open-ended questions to encourage the children to join in conversations and expand their vocabulary, including those with English as an additional language. The children particularly enjoyed making salt dough decorations and excitedly inform the staff of what they had made and the shapes that they could see. Consequently, children are linking their thinking to extend their own activities.

Staff regularly record children's achievements, using photographs, written observations and children's work in their yellow books. They evaluate their observations and use them to plan focused experiences and activities. Parents enjoy sharing the yellow books and discussing what their children have achieved. Staff use this information to enhance the planning further. Staff also form strong relationships with other settings that children attend for further support their learning and development. Staff carry out the progress checks for children aged two years using their assessments of the children and discussion with their parents. Staff make all children's learning fun and use resources that reflect their development needs and arouse their imaginations. For example, by completing puzzles and using computer tablets to play games. The children have many opportunities to develop an interest in literacy and mathematics. Signs, print and numbers are displayed indoors and outdoors, and there is a good selection of books on offer. The children enjoy the large open space to run around outdoors, as well as cosy areas where they sit and chat with friends and staff inside. The garden offers a range of resources to stimulate the children's senses, as well as enabling the children to investigate water and sand. This helps children's communication and language development by encouraging regular conversations throughout their time at the pre-school.

Staff make effective use of the settling-in procedures to develop secure relationships with parents and children from their initial meetings at pre-school. The key person gathers relevant information from the parents at these meetings to learn about the children's interests and capabilities. They use this information to tailor the provision to meet the children's individual needs. As a result, children settle well and activities are sufficiently challenging to involve and motivate the children to learn. Personal, social and emotional development is given high priority. For example, staff spend a lot of time with their key children as they recognise children learn best when they feel safe and secure with adults they know really well. This high emphasis on the promotion of personal, social and emotional development as a basis for learning, prepares children well for the next stage in their learning, such as when they start school.

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

Staff have a warm and considerate approach towards children in their care. They are sensitive to their individual requirements and meet their needs well. Once settled, children

are happy and confident as they play. Children form close attachments with their key person, effectively promoting their emotional well-being. Staff offer plenty of praise and reassurance as children play. For example, children respond well to the gentle reassurance that staff provide when they become unsure when completing puzzles. This caring approach helps children to make firm bonds with staff and allows their confidence to grow. Children behave well and understand the rules of the pre-school. For example, all children are quick to tidy up before moving onto the next part of the day. Staff remind children not to run inside and give reasons as to why children should not do these things to help them learn about their safety. However, staff have not ensured that all children have taken part in a fire drill since starting to strengthen their understanding of their own safety.

Staff support children in developing independence and self-care skills. For example, children competently wash their own hands and try to put their own coats on. They have access to a wide range of age-appropriate resources, both indoors and outdoors, which are labelled and easily accessible. At snack time, children enjoy various fruits to eat and have the opportunity to pour their own drink of water or milk. Children also help to prepare their snack for their friends and show that they can confidently peel and cut fruit. They will need these skills on the transition to school. However, staff do not always sit with children straight away at meal times and this means that some children walk around whilst eating or take food from other tables. This means that staff do not fully support children with developing their table manners throughout their meals.

Children gain an understanding of the need for physical exercise as part of a healthy lifestyle; they have free-flow access to the garden for parts of the day. Children exercise and develop good coordination as they move in different ways in the garden and dancing to the tidy up song. Children improve their physical ability and confidence as they use a range of outdoor equipment. They successfully extend their physical capabilities as they manoeuvre obstacles with wheeled toys and they learn to climb and balance on tyres. Staff ensure the environment is safe and check all areas prior to children arriving.

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

Generally, management and staff have an appropriate knowledge of their statutory responsibilities. There is a well-established stable staff team and they work consistently together. However, there have been changes to the committee and management team and the provider has not made certain that Ofsted are fully aware of this. Therefore, not all required suitability checks have not taken place to help to ensure the pre-school protects children's welfare effectively. This is a breach of requirements for the Early Years Foundation Stage and the Childcare Register. However, there is no significant impact on children because vetted staff supervise them appropriately. Practitioners know what they must do if they are concerned about the welfare of a child. The procedure for recruitment ensures that practitioners are fully vetted before they are allowed to supervise children. New practitioners undergo a period of induction, so that they learn routines and procedures that keep children safe.

The managers participate in every pre-school session. This enables them to monitor the quality of the educational programme. They check that each child is making good progress and check that the programme of activities covers all aspects of the areas of learning. Planning for learning is effective because it ensures a wide range of interesting and challenging activities and practitioners know children well. The managers make regular observations of teaching, which inform an effective supervision professional development process. Targets are set for staff's professional development to ensure that the already good quality of teaching and learning improve even further.

Self-evaluation is effective in driving forward improvement. The managers constantly strive to further develop their service to children and their families. Parents are involved in this process as they complete questionnaires and invited to meet with staff to give their feedback. Partnerships with parents are strong and parents are keen to recommend the pre-school to other families. Partnerships with the on-site school are effective in ensuring that children transfer to school smoothly. This supports continuity in their learning. Where children have special educational needs and/or disabilities, the pre-school seeks out and effectively implements advice from specialist professionals. As a result, the children make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the following: the appointment of a new manager of childcare on domestic or non-domestic premises (compulsory part of the Childcare Register)
- inform Ofsted of the following: the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare Register).
- inform Ofsted of the following: the appointment of a new manager of childcare on domestic or non-domestic premises (voluntary part of the Childcare Register)

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	105829
Local authority	Devon
Inspection number	839343
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	36
Number of children on roll	61
Name of provider	Bassetts Farm Pre School Committee
Date of previous inspection	04/12/2009
Telephone number	01395 267451

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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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