

Coleridge Pre-school Playgroup

The Old School, Jesu Street, Ottery-St-Mary, Devon, EX11 1EU

Inspection date	03/11/2014
Previous inspection date	22/04/2009

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

- Staff teach children the skills and concepts to support their mathematical development well.
- Children develop independence through the daily routine as they participate in small tasks, which effectively support their personal, social and emotional development.
- Management and staff implement appropriate systems to promote children's health and welfare.

It is not yet good because

- The provider has not notified Ofsted of changes to adults connected to the setting.
- Staff do not provide consistently high quality learning experiences in the garden to extend children's creativity, exploration and physical development further.
- At times, staff do not extend children's thinking skills by using effective questioning.

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 children's play both indoors and outside.
- The inspector talked with some parents, children, staff and senior management.
- The inspector held discussions with the manager.
- The inspector sampled a range of documents.
- The inspector offered the manager the opportunity to complete a joint observation.

Inspector

Sarah Madge

Full report

Information about the setting

Coleridge Pre-school Playgroup registered in 2001 and is run by a voluntary committee. It operates from an old school building in the centre of Ottery St Mary, near Honiton, Devon. Children have use of two playrooms with adjoining toilet and kitchen facilities, and an enclosed outdoor area. The group opens Monday to Friday 9.15am to 3.15pm, term time only. Each afternoon they offer a lunch club from 11.45am to 12.45pm. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 15 children on roll. There are five members of staff, including the administrator. All four members of staff who work directly with children hold appropriate childcare qualifications. The setting offers free early years funding to two, three and four-year-old children.

What the setting needs to do to improve further

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

- consistently provide a broad range of resources and equipment in the garden for children to be creative, physically active and to explore the world around them
- make better use of staff questioning to develop children's thinking skills further.

Inspection judgements

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

Staff plan interesting activities across the seven areas of learning. They provide different amounts of support to ensure a suitable level of challenge for all children. For instance, as children learn about expression and emotion, staff question the older children in particular, to consider how they would feel in different situations. This helps them develop a positive attitude to learning in preparation for school. Staff complete regular assessments of children's achievements to monitor their progress. This helps to identify any concerns regarding children's development from an early stage, to seek advice and implement consistent approaches to address them. Staff hold discussions with parents and closely observe children during initial settling-in sessions to identify their current stage of development. This allows them to plan activities that match each child's stage of learning from the start. Appropriate arrangements are in place to complete the progress check for two-year-old children.

Staff support children's communication and language well by repeating their words and sentences to role model correct pronunciation. Children confidently converse with staff to share their ideas and views. Although staff frequently ask questions to encourage this,

they do not always develop children's thinking skills further, for example, by asking open questions, such as those starting with why, what and how. Teaching children mathematical concepts is a particular strength of the staff team. Staff encourage children to think about the size and number of toys, and link their counting to numerals. This means children learn the value of number. Staff provide plenty of print in the pre-school environment to help children learn the meaning of written words from a young age. Consequently, children are competently able to find their own name label after snack and during self-registration. Children enjoy listening to stories during group activities. Staff use exciting tones and pause to encourage children to join in with familiar words, to engage them in the story. This effectively supports their literacy development. Staff provide daily opportunities for children to play outdoors in the garden. However, at times, staff do not provide a good range of resources for children to engage in a wider variety of play. For example, during inspection, staff provided bikes, ride-on toys and musical instruments. However, there were limited opportunities for children to be more physically active, use their imagination in role play and explore nature and the environment outdoors.

Parents are aware of their children's learning and experiences because staff frequently share children's development records. Staff inform parents about their child's progress through informal discussions on a daily basis and regular meetings. Annual reports for parents provide additional information regarding children's achievements and next steps. Activity planning is on display for parents to see what their children are learning each week. This supports parents to extend children's learning experiences at home.

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

Children benefit from a warm environment, which helps to make them feel welcome. For example, all children independently register their attendance using their own name and photograph label. There is a good range of low-level toys and resources in each area indoors. This means children can make choices in their play. However, staff do not plan as effectively for the outdoor area to provide children with consistently good opportunities in their learning. Staff routinely praise children's efforts and achievements to help boost their self-esteem. They promote children's emotional well-being well through establishing positive relationships. The flexible system ensures that each child has a key person who knows them well and meets their needs. Children have a good sense of belonging and feel secure at the setting. For instance, children confidently approach staff to ask for help in using the resources. Staff support children to become independent through encouraging their participation in self-care tasks. For example, wiping the table in preparation for snack and dressing themselves to play in the garden. This all helps to prepare them for the next stage in their learning.

Children are familiar with routines, such as washing their hands before eating snack. Staff use a suitable range of positive strategies to support children to behave appropriately. For instance, they distract children with toys and activities when children display inappropriate or unwanted behaviour, to refocus their attention on something positive. Children respond well to this. Staff remind children to use good manners, which supports their social skills and helps them to develop friendships. Older children learn staff expectations because

staff explain the reason for boundaries. This all means that children behave well.

Children learn good hygienic practices. For example, all children wash their hands before they eat their nutritious snack. They demonstrate a good understanding of hygiene as they wash and dry their hands at appropriate times, to reduce the spread of cross-infection. Staff teach children about germs by reminding them that food that lands on the floor will contain germs. This all promotes children's health. Staff implement a range of systems to maintain the safety of all children. They perform daily safety checks to monitor the suitability of the physical environment. Locked doors and gates prevent children from leaving the premises unsupervised. Children practise regular fire drills with staff to help them learn how to exit the premises quickly and safely in an emergency.

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

Generally, the provider has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, staff maintain an accurate record of the attendance of both children and visitors to the pre-school. This means they have a clear record of who is present and has daily contact with the children. Staff implement a broad range of policies to support children's welfare, learning and development. Staff share these with parents to keep them informed of procedures they follow to safeguard children. Staff and management have a suitable understanding of safeguarding procedures they must follow if they have concerns about a child's welfare. There have been changes to the committee and management team. The provider has not made sure Ofsted are fully aware of this. This is a breach of requirements for the Early Years Foundation Stage and the Childcare Register. However, this has limited impact on children's safety because all individuals connected with the setting obtain the relevant checks to demonstrate their suitability.

Management support staff well through regular supervision meetings to monitor and improve practice. This means the manager can offer continued professional development for staff to enhance their knowledge and skills. The manager has an appropriate understanding of the areas for further development of the pre-school. For instance, she is seeking to improve organisation of staff to provide children with choices to playing indoors or in the garden throughout the session, as they wish. This demonstrates a commitment to driving improvement. The manager regularly meets with each member of staff individually to monitor their assessment of individual child, to ensure that all children are making good progress.

Partnerships with parents are positive. Staff communicate verbally with all parents to ensure they are well informed about their children's day. Further written records are available in the form of learning records and an annual report. Effective arrangements are in place for involving parents in children's learning. These include regular parents' meetings, where they review their children's achievements with their child's key person. The manager seeks parents' views through a suggestion box. Additionally, the manager has recently sought their written feedback to aid her reflection of the setting's strengths

and areas for development. These allow parents to feel involved in their children's learning and in helping drive nursery improvements. Parents comment favourably about the setting, stating their children enjoy their time at the pre-school and develop good relationships with staff.

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 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	105957
Local authority	Devon
Inspection number	839358
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	15
Name of provider	Coleridge Pre-school Playgroup Committee
Date of previous inspection	22/04/2009
Telephone number	01404812663

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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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