

# North Tawton Preschool

North Tawton Community Primary School, Exeter Street, NORTH TAWTON, Devon,  
EX20 2HB



## Inspection date

14 April 2015

Previous inspection date

22 March 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not always obtain parents' written consent to administer medication as required. Although this is a breach of requirements, it does not have a significant impact on children's health. This is because staff gather the information they need verbally from parents to enable them to administer the medication safely.
- The committee has not informed Ofsted of all changes to the adults connected with the setting, including new committee members and those who have left. Therefore, Ofsted is unable to check their suitability for this role.
- Although children show enjoyment and competency when using the computers indoors, there are not always other opportunities for children to choose technology resources when playing outdoors.

### It has the following strengths

- The quality of teaching is consistently very good. Staff have a strong understanding of how children learn and use this to provide excellent learning opportunities that extend their learning across all areas.
- Children form secure attachments with their key person, and back-up key person where relevant. This helps to build their confidence and self-esteem, and meets their care needs well.
- Staff have a good knowledge of child protection and how to refer concerns relating to children's welfare. They are fully aware of their responsibilities to keep children safe.
- Partnership working with parents and other settings that children attend enables the sharing of information to meet children's learning needs fully. Staff use informative handouts to help parents support their children's learning at home.

## **What the setting needs to do to improve further**

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

- ensure parent's written consent is obtained prior to administering medication.

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

- enhance the range of technology resources, with particular regard to the outdoors areas, to support children's understanding of cause and effect in different environments and situations.

## **Inspection activities**

- The inspector spoke to staff and children at appropriate times, and held meetings with the manager and joint chairpersons.
- The inspector sampled documentation, including children's assessment records, planning, evidence of staff's suitability and self-evaluation.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector observed children's activities and the quality of teaching indoors and outdoors.

### **Inspector**

Sarah Madge

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Staff make excellent use of children's interests to plan a variety of activities. These provide an exceptional level of challenge, which effectively meets the learning needs of all children. For example, they explore the different marks that the wheels of toy vehicles make when dipped in paint and talk about the patterns and colours. The strong focus on language and personal and social skills during group discussions with the children, has a very positive impact on their development in these areas. This means that all children make outstanding progress and acquire an extremely positive attitude towards learning. Staff encourage children's exploration of shape and quantity to accelerate their mathematical development. Through inspirational imaginative play, staff extend children's ideas and build on their previous experiences. Children excitedly shared their ideas about destinations and what they might see when they pretended to be on a train.

### **The contribution of the early years provision to the well-being of children requires improvement**

Most aspects of staff's practice promote children's well-being extremely well. Children show that they feel emotionally secure and have high self-esteem. For instance, they confidently talk about items they have brought in from home during circle times. They benefit greatly from the recent amalgamation with the reception class, which eases their move on to school. Staff generally promote children's health and safety well. However, they do not always obtain parents' written consent to administer medication to ensure they have clear instructions for administering it. Staff carefully consider the quality of the learning environments and provide a broad range of toys for children to choose from. Children enjoy using the computers indoors, although they do not always have opportunities to choose other technology resources when playing outdoors.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The committee does not have a robust knowledge and understanding of its responsibilities. Members did not inform Ofsted of all the changes to the committee, which is a breach of the requirements. Therefore, Ofsted is unable to identify who is running the provision and complete appropriate checks. On this occasion, Ofsted does not intend to take any action. This does not compromise children's safety because committee members are not left alone with the children. Conversely, the monitoring of children's learning and development is excellent. The manager has a very good understanding of the progress that all children make and drives improvement well. Regular supervision meetings provide strong support to enhance staff's professional development. For example, training prompted staff to consider noise levels and rearrange the furniture to create smaller play zones. This improved the quality of interactions, reduced noise and improved outcomes for children.

## Setting details

<b>Unique reference number</b>	EY361921
<b>Local authority</b>	Devon
<b>Inspection number</b>	835467
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	62
<b>Name of provider</b>	North Tawton Pre-school Committee
<b>Date of previous inspection</b>	22 March 2010
<b>Telephone number</b>	01837 880165

North Tawton Pre-school and Busy Bees is managed by a voluntary management committee. It registered in 1997 and moved to its current premises in 2007. It operates from North Tawton Primary School, with which it has links. The pre-school is open each weekday, from 8.45am to 3.15pm, during school term times. The pre-school employs nine members of staff, eight of whom hold appropriate childcare qualifications at level 3. It is registered to provide free early years education to two-, three- and four-year-old children.

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