

Little Berries

Kentisbury Primary School, Kentisbury, BARNSTAPLE, Devon, EX31 4NG



Inspection date

5 May 2015

Previous inspection date

18 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children enjoy their time at the setting because staff plan enjoyable and stimulating activities based on their interests and developmental needs. Staff observe and assess children's learning. As a result, all children, including those with English as an additional language and special educational needs and/or disabilities, make good progress.
- Children develop a close bond and secure attachment with their key person. They develop a strong sense of safety and security, which helps to promote their confidence and well-being.
- Children are safe because the manager and staff have a thorough understanding of the Early Years Foundation Stage. Staff are confident with the procedure to follow should they have a safeguarding concern about a child's welfare.
- There are good partnerships with parents and other professionals. These partnerships promote the sharing of purposeful information about children's needs amongst all carers. Therefore, staff meet children's needs well.

It is not yet outstanding because:

- Staff do not always extend children's awareness and learning of numbers and counting in their play.
- Staff do not always clearly record children's starting points to more accurately measure their progress over time.

What the setting needs to do to improve further

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

- enhance opportunities for children to explore numbers and counting in their play
- develop on-entry assessments so that children's starting points are clearly identified and their progress can be measured more accurately over time.

Inspection activities

- The inspector observed staff interactions with children, and their teaching inside and outdoors.
- The inspector spoke with staff and the manager.
- The inspector sampled documentation including policies, risk assessments and training certificates.
- The inspector reviewed planning and children's learning documentation.
- The inspector reviewed and took account of the self-evaluation.

Inspector

Katherine Lamb

Inspection findings

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

Children are cared for by well-trained, highly motivated and enthusiastic staff. As a result, children enjoy a well-balanced programme of activities, which focus on their interests and next steps in learning. Staff use observations and next steps to track children's progress. However, they do not always clearly record children's starting points to show the progress children make over time. Children are independent learners who make their own choices and decisions in their play. Staff effectively extend children's communication and language skills through good questioning, which allow children to think and respond in their own time. For example, they discuss pictures in books, colours of the rainbow and the shapes of blocks they are using. However, staff do not always include numbers and counting in these discussions. Children make up their own games and follow the routines of the setting, such as helping to tidy up before the next activity. Consequently, children acquire the necessary skills and confidence in readiness for their later move on to school.

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

Children have formed positive attachments with staff, who are quick to attend to their care needs. This means that staff promote children's emotional well-being well. Children learn to take risks, such as climbing steps on a slide, as well as climbing trees in the garden. This gives them good opportunities to challenge themselves, take risks in their play and develop an awareness of safety. Children enjoy outdoor play every day, which means they develop their physical skills and get plenty of exercise. Children bring lunches from home or access a school lunch from the on-site school. Staff provide healthy snacks and support children's independence well, encouraging them to pour their own drinks and make their own fruit skewers.

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

The manager has a secure understanding of the Early Years Foundation Stage requirements. The staff team work together to monitor and review children's development. This means that all staff are involved in identifying children's next steps and know what support they will need. The manager uses effective self-evaluation and considers the views of parents and staff through questionnaires and effective staff supervision. She uses this information to review the quality of the setting and set realistic targets to drive improvement. Children benefit from staff training, especially in their literacy skills and readiness for school. Parents are very happy with the setting, and partnership with the host school is strong. Staff work closely with them to ensure a consistent approach. This means that everyone involved works together to help children make good progress.

Setting details

Unique reference number	EY431145
Local authority	Devon
Inspection number	986716
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	15
Number of children on roll	24
Name of provider	West Exmoor Federation Governing Body
Date of previous inspection	18 January 2012
Telephone number	01271883263

Little Berries registered in 2011. It is run by the governing body of Kentisbury Primary School and operates from within the village school in Kentisbury, near Barnstaple, Devon. The setting is open from 8.45am to 3.15pm term time only. There are six members of staff working with children; five have appropriate qualifications, and one of the team is working towards these. It is registered to provide free early years education for two-, three- and four-year-old children.

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