

Witheridge Pre-School

Fore Street, Witheridge, Tiverton, Devon, EX16 8AH



Inspection date

7 May 2015

Previous inspection date

30 September 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		Requires improvement	3
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 does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- At times, staff are not consistent in their behaviour management strategies. This means that children do not receive clear messages about staff's expectations and the consequences of their actions.
- Staff do not always deploy themselves effectively when some children choose to play outdoors. As a result, staff are not continually able to provide individual support to extend all children's learning.
- The provider has not informed Ofsted of changes to committee members, to enable Ofsted to complete suitability checks on those who hold responsibility for children's welfare.
- Staff do not organise space and resources in such a way as to encourage all children to make decisions in their play and maintain focus on their chosen activities.
- Links with parents and other settings that children attend are not fully effective in establishing a two-way flow of information, to ensure that all relevant adults are actively involved in children's learning.

It has the following strengths

- Staff have an appropriate understanding of how to safeguard children, including identifying concerns and knowing how to refer them to relevant professionals.
- Staff form positive relationships with children, which means that children arrive confidently at the start of each session and are eager to participate in activities.

What the setting needs to do to improve further

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

- ensure that all staff implement consistent behaviour management strategies to help children learn the expectations and boundaries
- improve the deployment of staff to provide individual support to all children when they play outside
- provide Ofsted in a timely manner with information needed to determine the suitability of all committee members

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

- develop the organisation and use of indoor space and resources to improve children's engagement in play
- develop links with all parents and other settings that children attend to create a two-way flow of information regarding children's learning and development.

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

- inform Ofsted in a timely manner of changes to committee members (compulsory part of the Childcare Register).
- inform Ofsted in a timely manner of changes to committee members (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed children playing in the indoor and outdoor environments.
- The inspector completed a joint observation and held meetings with the registered person and the manager at appropriate times.
- The inspector sampled documentation, including children's assessment records, suitability checks and policies.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection, and talked to staff and children at appropriate times.

Inspector

Sarah Madge

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff plan a wide variety of opportunities that stimulate and interest children. For instance, children explore texture and colour as they mix paint with rice. However, some children find it difficult to make choices regarding what to play with because of the large amount of resources and limited floor space available indoors. This can overwhelm some children, who consequently spend more time observing others than focusing their attention on a particular activity. Staff monitor children's progress by completing regular observations and using them to build up a picture of each child's achievements. As a result, children make steady progress in their development, which helps to prepare them for the move to school. Regular reports, discussions and meetings help to keep some parents and other settings children attend well informed of children's progress. However, staff have not established a successful two-way flow of information with all parents and other settings.

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

Although there is a high adult-to-child ratio, staff do not always organise themselves effectively when children are playing outdoors. This means that they are unable to join in with children's play and extend their learning. For example, five members of staff remained indoors while one member of staff was outside with the majority of children. During this time, staff miss opportunities to provide additional challenge in children's play, to personalise their learning in line with their individual next steps. Staff routinely remind children to use good manners and encourage them to help with tidying up. However, they do not implement consistent behaviour management strategies. For instance, a member of staff asked two children to play indoors after throwing sand in the garden but another staff member then allowed one of the children to return outdoors. This means that children receive mixed messages regarding the expectations and consequences of their actions.

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

The manager and staff do not implement all procedures effectively to meet the requirements regarding daily operation and leadership. The provider does not ensure that new committee members inform Ofsted of their links with the setting. This is also a breach of the Childcare Register. Although Ofsted has been unable to assess their suitability, committee members do not have unsupervised contact with children. On this occasion, Ofsted does not intend to take any action. The manager conducts regular supervision meetings to support staff and further their professional development. For instance, recent training has prompted staff to consider the length of children's sentences when assessing their communication and language skills. Self-evaluation processes are developing; the manager has implemented changes to parents' meetings as a result of parent feedback.

Setting details

Unique reference number	106398
Local authority	Devon
Inspection number	839421
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	36
Name of provider	Witheridge Pre-School Committee
Date of previous inspection	30 September 2010
Telephone number	(01884) 861092 school 861784 group

Witheridge Pre-School operates from its own building within the grounds of Witheridge Primary School, Devon, with which it has links. It registered in 1992 and is open every weekday, from 7.45am to 3.30pm, with an optional lunch club from 12 noon to 1.00pm, during the school term. The pre-school employs 10 staff, six of whom hold appropriate early years qualifications to at least level 3. It is registered to provide free early years education to two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

