

Doddiscombsleigh Pre School



Doddiscombsleigh Primary School, Doddiscombsleigh, Exeter, Devon, EX6 7PR

Inspection date

8 June 2015

Previous inspection date

8 October 2008

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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		Good	2
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:

- Planning and assessment arrangements are not consistently effective in identifying children's skills and understanding to help staff provide challenging experiences that are based on the next steps in children's learning. Consequently, children do not make as much progress as they could.
- The provider has not followed the correct procedure to inform Ofsted of changes in committee members. This means that Ofsted does not have up-to-date information about who is responsible for the playgroup and safeguarding children's well-being.
- Staff do not routinely provide a wide variety of resources that support children to make marks to further extend their early writing skills.
- Staff do not implement effective two-way relationships with all settings that children also attend to enable complementary learning experiences that build on children's learning elsewhere.

It has the following strengths

- Staff establish warm relationships with children and know them well. This means children feel welcome and settle in quickly.
- Children confidently participate in regular self-care tasks that support their independence in preparation for the move to school.
- The new manager and staff have an appropriate understanding of child protection issues. They know how to refer concerns to safeguard children's welfare.

What the setting needs to do to improve further

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

- develop the planning and assessment systems to accurately monitor children's achievements, identify their individual next steps and plan consistently challenging activities that link closely with them to help all children make good progress
- provide Ofsted promptly with information needed to determine the suitability of all committee members

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

- provide a consistently broad range of mark making resources to further support children's writing skills
- develop links with other settings that children attend to routinely share and receive information regarding their development elsewhere to implement consistent learning opportunities.

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

- follow correct procedures in a timely manner to inform Ofsted of the name, date of birth, address and telephone number of all committee members.

Inspection activities

- The inspector observed children's play and staff's interactions, indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector held discussions with the manager about self-evaluation, safeguarding procedures, and planning and assessment arrangements.
- The inspector talked with some parents, staff and children at appropriate times during the inspection.
- The inspector sampled documentation including suitability checks, and planning and assessment records.

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 set out an interesting range of resources that engage and motivate children in their play. Children transport water in different containers to water potato plants and make models using play dough. Staff store toys and equipment at low-level to enable children to make independent choices in their play. However, children do not always have access to a wide range of resources to promote their early writing skills. Most children make steady progress, but the monitoring of children's progress is inconsistent. This means that staff do not always have an accurate awareness of every child's stage of development or next steps. Consequently, they are not able to consider fully individual children's learning needs when they plan activities and so not all children receive suitable challenge to make good progress. Staff meet regularly with parents to discuss children's progress and share development records. This enables them to extend their children's learning further at home. However, staff do not form strong links with other settings that children attend to create a two-way flow of information regarding children's ongoing achievements and next steps. This means that they are not able to implement consistent learning experiences.

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

Children are eager to arrive and they greet staff enthusiastically, showing their close relationships and feelings of security. They learn to share and take turns, and form good friendships. Staff teach children good manners and give them time to finish what they are doing before they need to tidy up. This teaches children clear expectations and boundaries so that they behave well. Staff promote children's health and safety well. For example, they remind children of the need to wash their hands at appropriate times, provide nutritious snacks and involve children in regular fire drills.

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

The provider does not have a secure understanding of the safeguarding and welfare requirements. They failed to follow correct procedures to notify Ofsted about changes to the committee. This does not have a significant impact on children's safety because committee members do not have unsupervised access to children. Staff receive suitable support through regular supervision meetings. They attend regular training to enhance their practice. Staff report that after completing a course, they now have a greater understanding of how to support younger children's speaking skills. The new manager has quickly identified areas for development and the leadership team is devising an action plan to address and implement her ideas. For example, they are drawing up plans to improve children's outdoor play and learning by providing additional resources.

Setting details

Unique reference number	106110
Local authority	Devon
Inspection number	824799
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	16
Number of children on roll	13
Name of provider	Doddiscombsleigh Pre-School Group Committee
Date of previous inspection	8 October 2008
Telephone number	01647 253695

Doddiscombsleigh Pre-School registered in 1992. It operates from a room in a modular building situated in the grounds of Doddiscombsleigh Primary School, near Exeter. The pre-school has links with the school. It opens on Monday and Thursday from 9am to 3.30pm and on Tuesday and Wednesday from 9am to 12 noon. A lunch club is available from 12 noon to 1pm. There are two staff employed to work directly with children. The manager holds a relevant qualification at level 3 and the assistant is qualified to level 2. The pre-school provides 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.

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