

# Berrynarbor Pre-School

Manor Hall, Berrynarbor, Ilfracombe, Devon, EX34 9SE



## Inspection date

9 June 2015

## Previous inspection date

21 March 2012

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|--|-------------------------|-------------|----------|
|  | 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 <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- Very good settling-in procedures mean children are familiar with the setting when they first attend. This helps them to quickly feel at home and develop warm and affectionate relationships with staff. As a result, children of all ages show high levels of confidence and their self-esteem is very good.
- The quality of teaching is good. Therefore, children make good progress in learning, relative to their starting points when they first attend. Staff monitor children's development effectively. They use good observations to plan activities that are interesting and challenging, and focus on individual children's learning objectives.
- Children are confident about moving on to the next stage in their learning, such as to school, because they are well prepared. Staff make sure children are independent and have the skills they will need, such as being able to pay attention and having the confidence to communicate their needs.
- The management committee has a good understanding of the requirements of the Early Years Foundation Stage and their responsibility in meeting these. They show commitment to supporting the manager and staff team, whose skills and knowledge they value highly.

### It is not yet outstanding because:

- Staff are not always successful in their attempts to work closely with parents to help children to learn about healthy lifestyles through planned activities and at lunchtime.
- Resources to develop understanding of technology lack challenge for older children. Therefore, they do not progress as well as they could in this area.

## What the setting needs to do to improve further

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

- work more closely with parents to develop children's understanding of how to stay healthy and the importance of healthy eating
- extend technology resources to provide more challenge for the older children.

### Inspection activities

- The inspector observed children engaged in activities and their interactions with staff.
- The inspector held discussions with parents, children and staff.
- The inspector held meetings with management, including committee members.
- The inspector and the manager observed staff practice during the inspection and shared their observations.
- The inspector sampled regulatory documentation relating to safeguarding children and promoting their welfare.

### Inspector

Julie Neal

## Inspection findings

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

Children communicate very well. Staff make good use of discussions to encourage them to explore their thoughts and ideas, and effective questioning helps children make links in their knowledge. For example, at the inspection, children checked the strawberry bed to see if any of the berries were turning red. Children identified they were still green, but there were a lot and they were growing big. Staff asked them what they would need to do soon and children talked about having to cover the strawberries with a net so the birds could not eat them. Parents are involved in their children's learning from the outset. Staff make good use of settling-in visits to involve parents in helping to identify children's starting points. They provide parents with regular progress reports with some simple ideas for activities they can do at home to support their learning. The strong emphasis on ongoing training and professional development results in a knowledgeable staff team.

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

Children enjoy a very well-organised learning environment, indoors and outdoors. Indoors, resources are at children's level so even the youngest can easily choose and help themselves. Outdoors, staff provide a stimulating environment that supports each aspect of learning. As space is limited, there are safety rules that children understand and take into account. For example, the number of bikes and cars for children to ride is restricted and children understand that it would not be safe to have more. Children understand that they must wear a sun hat when outside and make sure they put these back on if they fall off when being active. Older children talk about why they must wear sun cream and drink lots of water when it is hot. Children are well behaved. They enjoy being helpful, such as preparing fruit for snack, and know why they must wash their hands first.

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

Staff have a very good knowledge of safeguarding procedures and how to implement these in order to protect children from harm. A suitably knowledgeable committee member supports them with any safeguarding concerns. Self-evaluation is good and staff monitor the effectiveness of the learning programme well. Management identifies areas of practice to develop through good systems of ongoing supervision of staff. They take action to address these to further improve outcomes for children. For example, with the increase in the number of two-year-old children attending, staff reviewed how effectively they were meeting the needs of the younger children and made several changes. As a result, younger children have playtimes where there is less distraction from the older children. Staff introduce songs and give young children time to learn these at their own pace.

## Setting details

|                                    |                                  |
|------------------------------------|----------------------------------|
| <b>Unique reference number</b>     | 106297                           |
| <b>Local authority</b>             | Devon                            |
| <b>Inspection number</b>           | 839406                           |
| <b>Type of provision</b>           | Full-time provision              |
| <b>Registration category</b>       | Childcare - Non-Domestic         |
| <b>Age range of children</b>       | 0 - 5                            |
| <b>Total number of places</b>      | 14                               |
| <b>Number of children on roll</b>  | 14                               |
| <b>Name of provider</b>            | Berrynarbor Pre-School Committee |
| <b>Date of previous inspection</b> | 21 March 2012                    |
| <b>Telephone number</b>            | 0780 709 3644 or 07870 271 624   |

Berrynarbor Pre-School registered in 1984. It is situated in the village of Berrynarbor, in North Devon. The pre-school is open from 9am to 3.30pm, Monday to Friday during term time. A breakfast club runs from 8am to 9am. There are five members of staff, of whom one holds Early Years Professional Status, one holds Qualified Teacher Status and three have early years qualifications at level 3. The pre-school is registered to provide free early years education for two-, three- and four-year-old children.

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