

# Offwell Under Fives Pre-School

Inspection report for early years provision

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**Unique reference number** EY332604  
**Inspection date** 08/12/2009  
**Inspector** Brenda Joan Flewitt

**Setting address** Cotleigh Village Hall, Cotleigh, Honiton, Devon, EX14 9HU

**Telephone number** 07842 162 879

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Offwell Under Fives Pre-school has been registered since 2000 and moved premises in 2006. They are a committee run group and operate from the village hall in Cotleigh, near Honiton, Devon. Children have access to the main hall and an adjoining room, with kitchen and toilet facilities available. The village hall grounds are available for outside play. The pre-school is open from Monday to Thursday during term time. Sessions run from 9.15am to 12.15pm.

Offwell Under Fives Pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children from the age of three years may attend at any one time, of whom all may be in the early years age range. There are currently 15 children on roll in the early years age range. Two members of staff are employed to work with the children, whose qualifications include a National Vocational Qualification in Childcare to level 3, and a PGCE in Early Years.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, secure and welcoming environment where they are valued as individuals. They develop a strong sense of belonging to a community, and make very good progress in their learning and development. Children are involved in a broad range of activities over a period of time, which are planned and extended according to their interests. Excellent communication with parents, carers and other connected professionals means that individual needs are well met and the transition to school is effectively supported. There are good methods in place to evaluate the provision which leads to continuous improvement in children's learning experiences.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure all records are easily accessible and available for inspection (Documentation) 09/12/2009

To further improve the early years provision the registered person should:

- review the use of work sheet tasks for assessing children's knowledge about numbers and letters
- clarify the wording in the safeguarding policy with regards to allegations against staff.

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

The dedicated staff work well together as a team, which leads to sessions running smoothly, therefore, children know what to expect and settle quickly. Staff implement clear policies and procedures to promote children's safety and welfare. They complete detailed risk assessments to ensure that children play and learn in a safe environment, both at the pre-school and when on outings. Staff have a clear understanding about safeguarding children, which includes recognising signs and symptoms of abuse and the procedures to follow if there are concerns. They keep their knowledge up to date by attending training; existing injuries are recorded as routine. All this helps to protect children from harm. However, the procedures in the event of allegations against staff are not clearly relayed in the written policy. There are thorough procedures in place to check that staff are suitable to work with children, however, the records are not always readily accessible for inspection, which is a requirement. All other records and documentation are well organised and completed accurately.

Staff arrange the main room into various areas of play, providing a selection of equipment and resources for children to access freely. High adult-to-child ratios mean that children are well supervised and receive effective support for their activities. Staff make good use of the local environment to promote children's interest and sense of being part of a community. They regularly go for walks in the village noticing changes in nature and various features of the area in which they live. Staff know children very well as individuals which enables them to support their particular interests and ways of learning. Children develop a positive attitude to people's differences through the good example set by staff, access to various resources that reflect diversity, and planned activities which encourage them to explore various foods and celebrations.

Staff promote excellent partnerships with parents, carers and other settings. There is a wealth of information supplied to parents by way of a detailed prospectus, regular newsletters and displays. Staff make themselves available to share information verbally at the beginning and end of the morning in order to meet individual needs. Parents have an active voice as members of the management committee and are welcomed in to help during sessions. Their views are sought through questionnaires and they are involved in reviewing policies. The pre-school has strong links with the local school which contributes greatly to children's transition when they start school. Effective links are established with other settings that children attend to work together to support children's welfare and development.

Staff have completed a self-evaluation document which has helped them identify strengths and areas for development; they value comments and views from parents and children. Staff are committed to continuous improvement by updating qualifications and attending training. The recommendations set at the last inspection have been addressed, which has improved aspects of children's health, learning and development.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy, settled and secure. They play and learn in a friendly and welcoming environment where they make very good relationships with staff and each other. Children behave well. They know what is expected through familiar routines and clear explanation. They take turns and negotiate as they play and receive regular praise and encouragement for effort and achievement, which helps boost their confidence. Children develop a strong sense of belonging as they look through photos of themselves and their friends enjoying previous activities. Children are made to feel that they are an important part of the community. For example, they perform a nativity play for families and friends and often enjoy walks around the village identifying places and buildings they know. They were fully involved in preparing their own allotment in the village hall grounds, for growing vegetables, and are proud of the harvest they produced.

Overall, children are very confident and enthusiastic learners. They are involved in a broad range of learning experiences over a period of time, with a good balance of adult-led and self-initiated activities. Staff plan many activities according to children's own interests, such as a 'Dora the Explorer' walk. A pirate theme encouraged children's imagination and their skills in matching, cutting and sticking as they recreated the layout of the room to make treasure maps. Children use language very well to communicate as they confidently initiate conversations, describe previous events and explain what they are doing. Children develop skills in practical tasks such as pouring their own drinks and applying a choice of spreads to their toast at snack time. Many children are competent in counting, recognising numerals and solving problems while playing games and during everyday activities such as register time. Children take turns to count the number of children and adults present and identify the correct numeral to represent the date. Staff have a secure knowledge of the early learning goals and have developed a detailed observation and assessment system that helps them plan for each child's progress in their learning. However, occasionally children are asked to complete pencil and paper tasks to provide evidence of their knowledge of numbers and letters, which is not always valuable in boosting their self-esteem.

Children enjoy a healthy lifestyle. They learn good procedures for their personal hygiene and make choices in what they eat from healthy options provided at snack time, which include a variety of seasonal fresh fruit and vegetables. Children have daily opportunities for practising large muscle skills, for instance, by completing an obstacle course where they crawl, balance and throw and catch a ball. The outside area is used as often as is practically possible to enhance children's learning. During summer months children can choose to be inside or outdoors. Children learn about aspects of their own safety when they are out and about, particularly staying safe on the roads. Role play activities are used to expand children's knowledge and understanding. Children understand what is expected if they must leave the building in an emergency situation because they are involved in discussion and practise the escape plan.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met