



Teignmouth Pre-School

Inspection report for early years provision

Unique Reference Number	EY287067
Inspection date	10 May 2005
Inspector	Janet Butlin
Setting Address	Richard Newton Hall, Higher Buckeridge Road, Teignmouth, Devon, TQ14 8QP
Telephone number	01626 776831
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Registered person	Pre-School Learning Alliance
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Teignmouth Pre-school has been established for over 25 years and is now managed by the Pre-school Learning Alliance. It operates from a community centre on the outskirts of Teignmouth, in Devon. Registered to provide care for up to 26 children aged from three to five years, there are currently 40 children enrolled. Of these there are 36 three and four-year-olds in receipt of funding. The group supports children who have special educational needs and children with English as an additional

language. A staff of seven work in the Pre-school. Of these, one is a qualified Early Years Teacher, two are qualified to the equivalent of NVQ level three and one has NVQ level two. Two members of staff are undertaking qualifying training. The group works closely with the Devon Early Years Development and Childcare Partnership and receives the support of the Foundation Stage Advisory Teachers. The group has the use of a large hall. There is no outdoor play-space. Funded sessions run from 09.00 to 11.30 on Mondays, Tuesdays, Thursdays and Fridays with an optional extension until 12.00. This period is not funded. On Thursdays there is a lunch club and an afternoon session from 13.00 to 15.30 and children may stay for the whole day.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, clean and well maintained environment. They are able to look after many of their own health needs such as taking a tissue when they need one and disposing of it hygienically, they are also conscientious about washing their hands.

Children enjoy a healthy snack at mid-morning and access a drink of water whenever they want one. Children's good health and continuity of care is supported through effective communication between staff and parents, including consent forms and the recording and counter-signing of accident records. Children are active and healthy development is promoted by making regular use of the nearby area to take the children on walks, for example to observe blossom and enjoy the fresh air. Children's physical development is supported effectively by the regular inclusion of the climbing frame into the group's activities and a very good range of activities which stimulate and develop their small muscles and enable them to enjoy healthy exercise. Themes and activities help the children to think about healthy eating and taking care of themselves.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe environment which is welcoming, bright and very well organised. They enjoy the use of an extensive range of easily accessible equipment, all of which is in good condition. Children have plenty of space to play and are able to move about the setting safely. The staff implement well thought through risk assessments, for example when works are being carried out within the setting and this upholds children's safety. The premises are secure and persons entering and leaving the building are monitored and recorded. There is an effective procedure in place to enable children to safely enjoy outings and walks. Children's safety is supported through staff 's thorough understanding of child protection procedures although the setting have identified that their policy requires improvement.

Children's safety is further protected by rigorously recorded and regularly practised fire drills. They move calmly and safely around the setting demonstrating a very good awareness of space and not encountering any obstacles. Children learn to handle equipment safely, for example using scissors carefully and helping to tidy away their playthings before snack time.

Helping children achieve well and enjoy what they do

The provision is outstanding.

All children arrive happily at the setting, appearing very eager to attend and settle quickly and confidently to play. They are animated and enthusiastic as they make choices about their activities and are able to stay and enjoy these activities, gaining great satisfaction, for as long as they want. They develop excellent social skills and have extremely good relationships with staff and each other. Older children support younger ones sensitively and help them to settle in. The majority of children are within the Foundation Stage age-band but opportunities for younger children to develop an excellent disposition to learning are very good. Staff ensure that all the activities provide rich and worthwhile experiences for all the children attending.

Nursery Education.

The quality of teaching and learning is outstanding and children make rapid progress towards the early learning goals in all areas of learning.

Teaching is consistently inspiring and challenging for all groups of children. The activities and experiences are exceptionally well matched to children's needs and interests and, as a result, children have an excellent attitude to learning. They are really encouraged to think and work things out and staff use effective, stimulating, methods of questioning and very clear explanations. Children are happy and engaged in interesting and purposeful activities throughout the session, which moves along at a satisfying pace. All staff are able to describe the potential learning outcomes of the activities they are supporting, indicating a very thorough and expert knowledge of the Foundation Stage. Staff have a full understanding of how children learn and progress and a thorough awareness of each child's individual stage of development. The rigorous system of assessment is used extremely effectively and clearly shows the next steps for children and how staff will be supporting children in their learning. This knowledge is used very well to help staff plan innovative and stimulating activities to support children's individual stages of development and to help them make extremely good progress. Staff are enthusiastic, committed to responding to children's needs and dedicated to improving their practice and developing professionally.

Many children are skilled and interested in making marks and writing for a variety of purposes, for example, writing tickets for the train journey which was undertaken by many children and staff. Children have a genuine enthusiasm for books and handle them appropriately. They enjoy stories and also use them to support their exploration of themes, for example to help them learn about transport, frequently sharing the books and discussing the content with others.

Children's mathematical understanding is supported and extended extremely well as staff take every opportunity to encourage them to think about simple addition and subtraction during their free play. They add together groups of people and objects, think about balance, pattern and sequence and are able to use the correct names for mathematical shapes.

The opportunities for children to develop an understanding of the world about them are very good. The theme of transport has been enthusiastically embraced and many are able to describe the purpose of various vehicles in the community. They make excellent use of appropriate technology to support their learning. Cultural diversity is explored frequently and in meaningful ways. Children are able to investigate how things work and can skilfully join, fix and build using a variety of different materials and resources.

Children develop their creativity extremely well by being able to really enjoy the process of being creative. They are able to explore the feel and texture of paint, observe how colours blend, become involved in imaginative play and develop stories, such as the imaginary train journey. Worthwhile, stimulating role-play may take place throughout the session and many learning opportunities are explored as a result. Good quality instruments, used in meaningful contexts and with a clear understanding of their purpose, enables children to think about sound and to take a genuine delight in music.

Helping children make a positive contribution

The provision is outstanding.

Younger children are welcomed into the group and soon form close bonds with staff and their older playmates, all of whom are enabled to feel valued and included. Children with special needs receive very good support and their needs are conscientiously observed and planned for.

Children are enabled to feel extremely secure and confident and are exceedingly well behaved. They are treated with respect and respond very positively. Children develop a sense of self-worth as their individual cultures are valued and explored. They also gain a well-developed respect for others and their beliefs, cultures and traditions. They have a secure understanding for the reasons for rules and for agreed codes of behaviour. For example, they eagerly assemble on the carpet when they hear the musical signal and take turns well in conversation. They think through why some activities may not be advisable, such as wearing jewellery in the playroom and agree it would be more sensible to put these items somewhere safe. Their behaviour is exceptionally good and they are extremely polite, to staff and to each other.

Children's spiritual, moral, social and cultural development is fostered. They show high levels of independence, curiosity and imagination. They concentrate and persevere at their chosen activities and share popular resources very good naturedly. They negotiate, take turns and co-operate very well and express delight at their achievements, for example proudly making a train from small chairs to sustain their role-play for a satisfying amount of time.

Partnership with parents is outstanding, this is with particular regard to the partnership that exists with parents of children who have special needs. Children benefit from the way in which parents are welcomed into the setting and the way they are actively involved with their children's learning. They are provided with good, helpful and meaningful information regarding the forthcoming programme. There is an assessment system which they are able to view whenever they want to. This gives clear indication of the next steps for their child's learning so that parents are provided with an opportunity to be involved in their child's pre-school education.

Organisation

The organisation is good.

The setting meets the needs of the range of children attending.

They are cared for by suitable, well qualified, committed and enthusiastic staff. The children do not yet benefit from the recent variation to allow full-day care because the distant management structure of the pre-school has not communicated important documentation to the setting; for example, their updated certificate of registration. The accurate and well maintained registration system does not show the exact times of arrival and departure of the children or the adults caring for them, this means the setting may not be able to tell, accurately, who is on the premises at a particular time. Day to day management of the setting is effectively carried out by a thoughtful team who are careful to ensure appropriate ratios are maintained and the children enjoy a secure and well organised session.

The leadership and management of nursery education is outstanding. The leader of the nursery motivates staff and children and has built a committed team who gain inspiration from her positive role-modelling. This consistent staff team show genuine enthusiasm for helping children to learn and this is evidenced by the children's lively enjoyment of learning. They plan and deliver interesting activities inspired by the training that their professional development plans have identified. This means that staff develop and become better practitioners which enhances the experiences for the children. A secure staff team implements a highly effective system of monitoring the quality of the provision and ensures that a balanced curriculum is offered to all children. They meet regularly to discuss planning and to assess the children's progress. The staff are able to accurately identify areas for improvement and are confident about seeking advice and guidance whenever they need to. The group is extremely proactive in ensuring that an inclusive environment is created where every child matters.

Improvements since the last inspection

Children have benefited from the progress the group have made with regard to the recommendation from the previous inspection. Improvements have been made to the way in which the consent forms and the information about the children are organised. However, children's care could be affected because the registration forms are stored separately from some of the important consent forms. This means they would not be immediately accessible if needed in a hurry, for example to seek emergency medical

advice or treatment. Improved policies are still not clearly adopted and placed on file for immediate reference and this is an area the group are working towards improving.

Records to do with nursery education are very clear and well organised. Since their last inspection the group have continued to review and evaluate and monitor the quality of provision. The group have done this extremely well and the children benefit from this continual reviewing and commitment to quality. As a result they are taught by enthusiastic and inspired staff and make excellent, consistent progress.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that documentation contains sufficient detail, is up to date and available on the premises.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk