

# Ide Pre School

Inspection report for early years provision

---

**Unique reference number** EY272086  
**Inspection date** 30/06/2009  
**Inspector** Mark Anderson

**Setting address** c/o Ide Primary School, High Street, Ide, Exeter, EX2 9RN

**Telephone number** 01392 210984

**Email**

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

## 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.

## Description of the setting

Ide Pre-school have been run by the Ide Childcare Trust, a registered charity, since 2003. The groups are situated in a classroom in the grounds of the primary school in the village of Ide, near Exeter, Devon. They serve the village and nearby communities. The pre-school operates each weekday during term time from 09.15 to 15.15, which includes a lunch club from 11.45 to 12.45. There is a breakfast club from 08.00 to 09.00, and an after-school club from 15.30 to 18.00. A holiday club is offered in the longer school holidays. Children have access to the school playground and hall for some activities, and use the toilets in the main school building. A maximum of 20 children may attend at any one time. There are currently 35 children on roll. Of these, 24 receive funding for early education. The setting supports children with learning difficulties and/or disabilities. There are six members of staff employed to work with children, most of whom have a level 3 early years qualification. There is disabled access to the setting. The pre-school has very close links with the Foundation Stage staff. The setting is on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. There is access for the disabled.

## Overall effectiveness of the early years provision

Overall, the setting is a good provision that ensures that a wide and varied curriculum is provided which meets the needs of all the children who attend. The teamwork of the staff and the relationships with the children are clear strengths of this setting. The setting provides appropriate support for children with learning difficulties, together with those who have English as an additional language. Partnerships with parents and other outside agencies and professionals are very effective and there is a strong emphasis on the day-to-day care and welfare of the children who are happy and settled in the pre-school. The pre-school is very professionally run and the staff are ambitious. The setting has the outstanding capacity for continuous improvement.

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

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

- complete the formal self-evaluation process
- complete required professional development training in first aid and child protection
- continue to introduce ways in which to involve parents more in their children's education

## The leadership and management of the early years provision

The leadership and management of this setting is good with some real strengths. The accuracy and detail of the assessment and monitoring systems ensures that

the children's progress is mapped in fine detail and the requirements of the Early Years Foundation Stage framework have become second nature. The board of trustees really does fulfil its role as a critical friend and a strategic planner, monitoring all aspects of the pre-school closely and sympathetically.

The required statutory documentation and checks are all in place. There are effective management systems and clear policies to ensure children are safe and secure. All logs are completed well and kept up to date. Currently, not all staff have up-to-date training in child protection and first aid, although training is planned. The new manager has completed a thorough review of all policies and procedures which are available to parents and carefully implemented by the conscientious and committed staff. The staff constantly evaluate the impact of the children's learning activities and the completion of the formal self evaluation process will give an even greater insight into the children's developmental needs.

Children are well cared for at all times and drop off and collection procedures are secure and leaving nothing to chance. The setting has excellent relationships with the primary school and can freely access almost all of the school's facilities by arrangement. Relationships with parents are good and many opportunities are provided for parents to become involved in their child's learning. A 'Parent's Week' provides them with the opportunity to spend time back at school learning alongside their son or daughter.

The staff function extremely effectively as a cohesive unit and are well directed by the manager and her deputy. They are enthusiastically committed to their own ongoing professional development and recent courses attended include an insight into 'Sustained Shared Thinking'. The detailed and flexible induction procedure ensures that children settle quickly at this small setting which retains the personal touch. The close liaison with the primary school, which includes two afternoons in reception class, results in an almost seamless transition onto the next phase of the children's education. The weekly meetings between the pre-school and the early years staff at the main school play a great part in achieving this.

## **The quality and standards of the early years provision**

The setting is friendly and welcoming. The entrance foyer has photographs of all staff and trustees together with their qualifications and areas of responsibility. All policies and routine procedures are also easily available for parents and visitors to access. The setting operates 'wrap around care' and the children who attend clearly enjoy and benefit from all sessions provided by the pre-school. A holiday club has recently been started in response to parental demand.

Behaviour is very good and the children have access to well planned and interesting activities which reflect all the six areas of learning. The setting is a busy one and the children have only recently returned from a much-enjoyed outing to The Big Sheep with parents and staff. Other events have included a bear hunt in the school grounds, the creation of an Ice Palace and a bi-annual dance concert put on for the parents.

The children are happy and settled and make good progress during their time in the setting especially in relation to their emotional development, emerging as mature and independent learners.

Improvements since the previous inspection include the addition of the Pre-school's own secure outdoor area, the introduction of new furniture and resources and the updating of the key worker system which has improved the quality of pastoral care yet further. The classroom of the setting is well organised into separate areas including a role play zone and a centralised mathematics area.

The children recently gained a great deal from incubating half a dozen chick eggs which once hatched were returned to The Big Sheep. The setting encourages the children to explore, both through the power of their imagination as well as hands on experiences. Children were observed to be totally engaged in creating a treasure map with accompanying chest as part of their topic on pirates. The seriousness of their approach was clearly reflected by their initial unwillingness to share the secrets of the map with the inspector.

The setting's commitment to a child-centred approach was well illustrated by the recent Mosaic project which involved the children putting forward their feelings and listing their likes and dislikes. This feedback was very illuminating and resulted in actions, which include the acquisition of a new computer and the retention of the much loved marble runs.

Staff are good role models and willing play partners. They know the children well and ensure that they make the most of their time at pre-school and are very well prepared to move onto the next phase of their education.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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