

Timberscombe Turtles Pre School

Inspection report for early years provision

Unique reference number	EY415083
Inspection date	10/05/2011
Inspector	Julie Neal
Setting address	Timberscombe C E VA First School, Timberscombe, MINEHEAD, Somerset, TA24 7TY
Telephone number	01643841259
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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*.

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Description of the setting

Timberscombe Turtles Pre School registered in its current premises in 2010, although it has been established since 1975. It is situated within Timberscombe First School, in the village of Timberscombe, near Minehead, in Somerset. The setting is run by a voluntary committee. Children have their own room within the school, which has its own toilet facilities and leads directly onto a small enclosed outdoor area. Children also have use of other school facilities, such as the large playground. The setting is registered on the Early Years Register to provide care for a maximum of 10 children in the early years age range. There are currently nine children attending at different times. The setting receives funding for early years education sessions for three- and four-year-old children.

The setting is open during term time only. The setting operates from 8.50am to 11.50am on Mondays, 9am to 3pm on Tuesdays and 8.50am to 11.50am on Fridays. An additional session is also held on Thursdays from 8.50am to 11.50pm for this summer term only.

There are three members of staff working with children, all of whom have professional early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met very well overall. Children make excellent progress towards the early learning and development goals, relative to their starting points, and as a result they are acquiring skills that prepare them well for the future. Good systems of self evaluation enable the setting to identify areas for improvement, and action plans are well focused on achieving and sustaining high quality outcomes for children.

What steps need to be taken to improve provision further?

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

- develop consistency in reviewing parental consents for the administration of any ongoing medications required by children, so that these comply with the settings policy for giving medicines and treatments.

The effectiveness of leadership and management of the early years provision

Leadership and management in the setting is good, resulting in an enthusiastic and confident staff team who have a secure knowledge and understanding of the requirements of the Early Years Foundation Stage. This is demonstrated in the effectiveness with which children are safeguarded and protected from harm. Staff

have an extremely good understanding of safeguarding procedures, and have experience in supporting children whose circumstances may make them potentially vulnerable. Safeguarding policies and procedures are shared with parents and are informative regarding the actions staff will take to protect children in their care. Employment procedures are robust and ensure that all staff are suitable to work with children. Effective induction processes for new staff, and any volunteers in the setting, ensure adults fully understand their roles and responsibilities. Children are safe and secure in the setting because staff are vigilant in ensuring daily health and safety checks of all areas are carried out. Risk assessments are suitable, covering all areas of the provision and any outings enjoyed by children. Staff benefit from an involved and supportive committee who share administrative tasks such as updating the operational plan and related documentation. As a result, all policies and procedures, and risk assessments, are reviewed regularly to reflect current good practice and regulatory requirements. A minor weakness resulting from this is that staff are not always informed how documents have been re-organised, which can make these hard to find.

Self evaluation in the setting is good and staff reflect well on how effectively they promote outcomes for children. Action plans clearly identify areas for improvement, and assess the effectiveness of actions taken. For example, staff identified that they could improve their systems of feedback to parents regarding children's progress in learning. Following consultation with parents, the setting has moved away from the traditional termly 'parents events' to providing times each week where key workers are available to discuss children's individual needs on a one-to-one basis. This is working well, with parents becoming more involved in their children's individual learning plans and in setting aims and objectives for their development. Children's views are included in the self evaluation process. For example, children's thoughts and ideas were instrumental in planning the improvements to the outdoor play area, and staff use their observations of how children use space and resources in planning to ensure that the learning environment is dynamic and inviting.

Children enjoy an inclusive environment where their individual needs are understood and met well. Staff are experienced in supporting children with additional needs and medical requirements. They work well with parents and other agencies involved in meeting the needs of each child, to ensure a consistent approach to planning for individual children's requirements. The setting has an excellent relationship with the village school, and the transition process for children due to move on is extremely good. For example, these children enjoy regular activities with the reception class in the term before they start school, developing familiarity with their surroundings and getting to know staff. Some children attend other settings that provide the Early Years Foundation Stage, and staff have established relationships with these providers in order to share information relating to children's learning and development.

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

Children's welfare, learning and development is promoted very well overall. Good daily health and safety routines ensure that children can enjoy a safe and well maintained environment, and are protected from the risk of illness and cross infection. Children's health requirements are recorded appropriately and are known to staff, and are met well. Overall, procedures for the administration of any medicines needed by children are appropriate. Some children have long-term medicines or treatments to be given as needed, such as asthma inhalers. The settings policy states that staff will review the administration of such medicines with parents every three months; individual records show inconsistencies in conducting these reviews at the appropriate times. Generally, health promotion with children is very good, and they are developing a thorough understanding and awareness of how their bodies work. For example, children who have been active while outside talk about feeling hot, and they help themselves to drinks of water to cool down. A child mentions a member of their family who is due to have a tooth out and this results in a spontaneous discussion, with children talking about how often teeth should be cleaned to keep them healthy, and they talk about sweets and fizzy drinks being bad for their teeth. Staff extend the discussion well by encouraging children to think about foods that help their teeth and bones grow, and to try and count how many teeth they have. Staff are extremely good at using impromptu opportunities to encourage children to talk about what they have learned, and to assess their understanding. For example, a child takes a drink too quickly and belches, a member of staff asks children 'where do you think that came from?' Children gleefully talk about 'burps' bubbling up from their bellies, that it happens 'when you eat or drink too fast', and that it is 'good manners to cover your mouth'. Children develop a good understanding of how to keep themselves safe. They take part in monthly practices of the settings emergency evacuation procedures, to develop awareness of how to keep safe in the event of a fire. Outings within the local community are used effectively to teach children about crossing roads with care. Children understand how to use tools and utensils safely and are quick to remind each other of the safety rules. For example, a child is seen to use a knife without proper attention and a friend is quick to intervene and explain that 'you might cut yourself like that', and to demonstrate proper, safe use.

Children make excellent progress towards the early learning and development goals, relative to their starting points. Staff have an extremely good understanding of the learning and development requirements of the Early Years Foundation Stage, and of how children learn through play. This is demonstrated in the confidence with which they use every day activities and spontaneous discussions to extend and challenge children. For example, children help to prepare fruit and vegetables for their snack, and a lively discussion develops around which foods grow on trees, and which grow on bushes or vines. Staff have developed extremely strong processes to identify children's individual stages of development and to monitor their ongoing progress towards the early learning goals. Staff use their excellent observations of children very well in developing individualised plans that clearly identify each child's next steps in learning. Individual records of

achievement are very well maintained, and these confirm that children enjoy a wealth of experiences that promote learning in all areas. Records provide an excellent overview of children's progress, making extremely effective links between the activities children have enjoyed and how these have supported learning in different areas. Children enjoy the very well organised learning environment, enthusiastically exploring the excellent range of resources available to them both indoors and outside, and using these creatively. For example, children make imaginative use of large cardboard boxes. Some children flatten a huge box and use this as an alternative to the chalkboards, thoroughly enjoying drawing pictures and practising their writing skills. Other children are building a den. They decide that they are going to be foxes and so they want their den to be covered with leaves. They use different colours and textures of paper to create leaves, some children drawing these freehand and cutting them out without assistance, other children being supported well by staff so that they can enjoy participating.

Children are immensely enthusiastic learners. They use their critical thinking and problem solving skills extremely well as they make links between different activities and learning experiences. For example, children who are using the computer to sequence numbers, refer to a story they know about a caterpillar who ate '1 apple, 2 pears' and so on, in order to remember the correct order of numbers. Children are confident in their use of computers and other everyday technology, for example, when they have difficulty printing their work, children check that the printer holds sufficient paper, and that it is switched on properly before trying again. Children are extremely confident communicators who are keen to share their thoughts and ideas. For example, a group of children are working co-operatively together using diggers and bulldozers and transporting sand to build with. They explain that they are copying a nearby construction site where a supermarket is being built, and describe in detail the size and shape of the building and how they are going to build it with sand. Children's behaviour is extremely good. They respond very well to the staff team's high expectations of them, and take pride in being given responsibility. For example, children eagerly volunteer to help with tasks such as getting additional equipment from the shed to use outside, and to help to prepare snacks and lay tables for meals. Children literally 'sign up' to be special helpers by writing their names on the daily checklist. Some children are beginning to form clear letter shapes, however all children confidently make their own marks to represent their names, and staff applaud their writing skills.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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