

# Manor Pre-School and Out of School Unit

Manor Primary School, Manor Way, Ivybridge, Devon, PL21 9BG

<b>Inspection date</b>	22/04/2013
Previous inspection date	12/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff create a welcoming and stimulating environment for children.
- Children have fun and enjoy pre-school; consequently, they make satisfactory progress in their learning and development.
- Staff know children well and they settle happily with the kind and caring staff.
- Children use their imaginations well in role-play activities.

### It is not yet good because

- Although the pre-school promotes child-initiated play, it lacks a balance of adult-led and child-initiated activities to support their learning and development.
- Staff do not all consistently use assessment to identify children's progress accurately and plan for their individual development in all areas of learning.
- Although positive links have been established with parents, systems are not in place for parents to share children's achievements from home to support ongoing planning for children's future learning.
- Although children enjoy play outdoors where they choose what to do, there is a lack of support for purposeful learning opportunities during this time.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector viewed the premises, outdoor area, toys and equipment.
- The inspector engaged in discussion with the managers, some of the staff and children.
- The inspector sampled pre-school documentation and children's records.
- The inspector observed interactions between staff and children at play.

## Inspector

Jayne Pascoe

## Full Report

### Information about the setting

Manor Pre-School and Out of School Unit registered in 1995. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It moved to purpose built premises in 2009 within the grounds of Manor Primary School in Ivybridge, Devon. The building includes one large room and associated facilities. There is an enclosed outside area for play, and the group can also access parts of the larger school playground, field and swimming pool. The setting opens for pre-school sessions from 8.45am until 2.45pm on weekdays in term-time. After-school care operates from 3pm until 6pm each weekday. The holiday play scheme is open from 8am until 6pm on weekdays during all school holidays, except some Christmas breaks. There are 54 children in the early years age group currently on roll at the pre-school, all two, three and four-year-olds are in receipt of funding for free early years education. Children with special educational needs and/or disabilities are welcomed and supported. There are eight staff working with the children, most of whom have appropriate childcare qualifications. One of the managers has achieved Early Years Professional Status, while the other manager and a member of staff are qualified to a level 4. Four members of staff are qualified to a level 3 and one member of staff is working towards a level 3 qualification. A voluntary committee manages the group, which also receives support from the local authority.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programme to ensure that each area of learning and development is implemented through planned, purposeful play indoors and outdoors that promotes children's individual learning and a mix of adult-led and child-initiated activities.

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

- build on positive links with parents to encourage them to contribute children's achievements from home to aid effective planning for future learning
- enhance the opportunities for children to learn about words, shapes and numerals in a purposeful context in the outdoor area.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff know children well, as they gather sufficient levels of information before they start at the setting through discussion with parents. This helps them to settle children and provide interesting and enjoyable experiences. Children engage in predominantly self-initiated play, during which staff interact well with them to promote some aspects of their learning and development. Children move freely from indoors to outdoors as and when they wish, successfully cooperating and negotiating to maintain harmonious play with their friends. Children have a designated key person who is responsible for monitoring their progress and liaising with parents. Staff share assessment records regularly with parents to celebrate children's achievements. However, although this system helps children to make satisfactory progress, it is not fully effective. This is because information gathered is not used fully to plan challenging play activities. Also, some of the learning journeys used to share children's progress with parents and carers lack sufficient detail of children's starting points and next steps for development. This leads to inconsistent information sharing with parents and other practitioners to establish future planning for children's progress. Parents are also not encouraged to contribute to the assessment process.

Staff demonstrate a satisfactory knowledge and understanding of how children learn. They are skilled in their one to one interactions, as they encourage and support children in their self-chosen play. For example, children decide to engage in role-play as doctors. Staff willingly become patients, asking children open questions about how the blood pressure monitor works. They encourage children to extend their ideas to include their friends. During this type of play, staff provide sufficiently challenging experiences which stimulate children's interest and promote their curiosity and inquisitiveness. However, planned activities are infrequent and less successful, as they do not build on what children already know and can do. Therefore, although some children participate in the occasional adult-led play, they quickly move on to other activities that catch their eye.

Children understand the use of lettering, signs and symbols for identification purposes, as appropriate use of labelling indoors assists them in identifying items quickly and purposefully. This helps children to develop independence and increases their sense of belonging. However, the outdoor environment lacks sufficient visual aids and resources to support and extend children's learning experiences. For example, there are no pictures, labels, numbers, shapes or letters displayed for reference. Staff support children in developing their ability to communicate through emerging language, facial expression and body language. They routinely use signing as an additional method of communication. The use of visual prompts indoors is also effective in enabling all children to contribute ideas and suggestions to influence their future learning. For example, children select 'picture cards' to choose which song they will all sing at whole group time. These skills help children to further develop independence, express their needs and help to establish positive relationships with others. Appropriate additional support is in place for children with special educational needs and/or disabilities. Children are making satisfactory progress and are developing the essential skills to prepare them for future learning.

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

Staff implement the key person system well to meet children's individual care needs and promote children's sense of security. As a result, children are happy, confident and independent. They make choices as they select favourite toys from a wide range that are stored attractively, in low units at child height. The environment offers a range of opportunities for children to develop their physical skills, explore and investigate. In using these areas to initiate play with others, children learn to problem-solve. For example, they want to move the dolls house from the foyer into the main playroom. Working together cooperatively, with support from the manager, children achieve this safely.

Staff supervise children closely as they move from the indoor to outdoor area. Children conform to previously established boundaries and do not use the climbing equipment or grassed area when it is wet. They are also now told not to take resources with them when using the slide and to only use it when staff say they can do so. Children follow flexible and familiar daily routines; they confidently follow effective hygiene routines washing their hands at appropriate times and they are keen to prompt one another to dispose of paper towels in the bin. However, staff do not always help children to understand why such routines are important. Staff promote children's good health through the provision of healthy and nutritious food and regular drinks. Children enjoy daily opportunities for fresh air and physical exercise. They also benefit from use of the school facilities and local environment for physical play and exploration.

Children follow the good examples set by staff and are polite, helpful and well mannered. They tidy away toys at the end of the session, are kind to one another and display good manners. Staff provide a suitable range of resources and activities with which to promote a positive awareness and understanding of people's different cultures, beliefs and abilities. For example, they have made an attractive wall display following celebrations of Chinese New Year. Positive partnerships with parents, other practitioners and early years agencies help to ensure the needs of children are met. However, systems are not in place to support shared home learning. For example, parents are not encouraged to share children's achievements at home in order to influence future learning experiences. Staff support children in their move to school through regular visits to the reception class. This helps them to develop familiarity with the teachers, classrooms and children.

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

The staff team are confident in their roles and understand their responsibilities. The managers and majority of staff are suitably qualified and experienced. They demonstrate a very positive attitude to the inspection process and are keen to implement immediate action to improve outcomes for children. There are satisfactory systems in place to safeguard children. For example, the committee completes suitability checks for staff working with children and establish their ongoing suitability during regular appraisals. Staff understand the local safeguarding procedures and are confident to follow them. All staff

hold a paediatric first aid certificate, which enables them to treat minor injuries if required. The premises are kept secure at times of operation and children are supervised closely. Daily visual checks of the premises, toys and equipment take place. However, recently a child fell from the slide and sustained a broken arm. A review of risk assessment took place and circumstances relating to the incident were considered. As a result, children are no longer permitted to take resources onto climbing and sliding equipment; and the equipment is not used at times when children's safety cannot be assured, for example, in wet weather. Staff deployment is also now improved to ensure that children using such equipment are closely supervised.

Children are provided with an interesting range of toys and resources. They are creative in their imaginative play. However, there is a lack of planned adult-led experiences and staff do not use assessment systems successfully to provide a balanced and challenging range of activities to effectively promote children's all-round learning and development. Partnerships with parents are positive, but there are missed opportunities to support shared home learning. Staff work effectively with other agencies in order to meet children's needs. For example, regular visits from local authority workers help to support staff in their work with children who have special educational needs. The pre-school uses self-evaluation to monitor and evaluate their practice with some success. As a result, they plan to delegate responsibility more evenly across the workforce and continue to attend relevant early years training. They have identified that this will help improve consistency in staff practice, make best use of the skills of the staff team and increase their knowledge and expertise.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	154070
<b>Local authority</b>	Devon
<b>Inspection number</b>	914192
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Manor Pre-School Unit and OOS Club Committee
<b>Date of previous inspection</b>	12/10/2010
<b>Telephone number</b>	01752 895066

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

