

# Ide Pre School

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



## Inspection date

3 February 2015

Previous inspection date

30 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider does not ensure that all new trustees follow the correct procedures to notify Ofsted of their involvement. This is also a breach of requirements for the Childcare Register.
- Staff have some links with other settings that children attend. However, if they do not receive feedback from them, they are not proactive in following this up to promote continuity in children's learning.
- Staff do not consistently provide a good range of technology resources to develop children's knowledge of how to make toys work through cause and effect.

### It has the following strengths

- Staff organise a broad range of well-planned activities for children, which supports them to make good progress in their learning.
- Children routinely participate in self-care tasks, such as pouring their drinks and dressing themselves, and they manage these competently.
- Staff implement consistent behaviour management strategies. Consequently, children understand the expectations and behave well.
- Management establish a culture of continuous development to enhance outcomes for children. They develop action plans to delegate tasks and focus their attention on maintaining a culture of continuous improvement.

## What the setting needs to do to improve further

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

- improve the committee's knowledge and understanding of their responsibility to inform Ofsted of changes to trustees

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

- develop links with other settings to create a two-way flow of information regarding children's ongoing achievements and next steps, to enable complementary learning
- enhance children's understanding of cause and effect by providing more opportunities to explore technology resources.

### To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare Register).
- inform Ofsted of the appointment of a new manager and changes to the nominated person of a childcare provision (voluntary paCR1 Welfare of the children being cared for of the Childcare Register)

## Inspection activities

- The inspector discussed with staff how they deliver the educational programmes for all children, and how they ensure all relevant adults have an understanding of children's current stage of learning.
- The inspector looked at a range of documents, records and policies, and discussed the setting's procedures for keeping children safe.
- The inspector took into account the views of parents and grandparents.
- The inspector held discussions with the deputy manager and trustees, including the procedures they follow to inform Ofsted of new adults connected with the setting.
- The inspector carried out a joint observation with the deputy manager.

## Inspector

Sarah Madge

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff plan a stimulating range of activities using children's interests. Children learn about space as they make planets and talk about the pictures they see in reference books. They compare the weight of gift-wrapped resources, using appropriate mathematical language, such as bigger and heavier. They develop a positive attitude to new experiences, preparing them well for the next stage in their learning. Overall, children choose from a broad variety of interesting toys and resources, which engage them and ignite their curiosity. However, they have fewer opportunities to select electronic resources to explore cause and effect. Staff observe children's achievements and regularly summarise their findings to monitor children's development. Consequently, all children make good progress in their learning. Staff establish secure relationships with parents. They support parents to extend their children's learning at home by sharing records of achievement and their next developmental steps. There are some links with other early years settings that children attend. However, staff do not always follow up their initial contacts with other providers to enable complementary learning through a two-way sharing of information.

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

Staff develop warm relationships with children. They take time to listen to children's comments and get down to their level to maintain eye contact. This positive role modelling develops children's confidence and helps them to learn good social skills. For example, they help their friends to carry heavier boxes during tidy up time. Children have a good understanding of how to promote their own health. They choose fruit at snack time before other foods. Children have daily opportunities to be active and engage in physical outdoor play. Staff promote children's safety well. They complete frequent head counts so they can account for all children and they carry out daily safety checks. This effectively promotes children's safety.

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

The provider has not followed the correct procedures to make sure Ofsted are fully aware of the changes to trustees. However, they support staff well to promote positive outcomes for children. They share a good range of policies with parents to inform them of routines and procedures. All staff complete safeguarding training to enable them to prioritise children's welfare. The manager monitors staff performance well through regular supervision meetings and supports their ongoing professional development. For example, staff attended communication and language training where they gained activity ideas to support children's speaking and listening skills. Successful self-evaluation has resulted in play and stay sessions for parents, more water play opportunities for children and improved healthy choices at snack time.

## Setting details

<b>Unique reference number</b>	EY272086
<b>Local authority</b>	Devon
<b>Inspection number</b>	833383
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Ide Childcare Trust
<b>Date of previous inspection</b>	30 June 2009
<b>Telephone number</b>	01392 210984

Ide Pre-school registered in 2003 and is run by the Ide Childcare Trust, a registered charity. They operate from a classroom in the grounds of the primary school in the village of Ide, near Exeter, Devon. The pre-school is open each weekday during term time from 9am to 3.30pm, which includes a lunch club from 12pm to 12.30pm. There is a breakfast club from 8am to 9am and an after-school club from 3.30pm to 6pm. A holiday club also runs in the longer school holidays. The pre-school offers early years funding for children aged two, three and four-years. The pre-school has close links with the Foundation Stage staff at the host school. There are seven members of staff employed to work with children, of these, two have Qualified Teacher Status, one has a level 5 early years qualification, three have a level 3, and one member of staff is unqualified.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). 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).

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

