



## Stoke Gabriel Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	106231
<b>Inspection date</b>	23 November 2006
<b>Inspector</b>	Christine Slaney
<b>Setting Address</b>	The Old School Room, Church Walk, Stoke Gabriel, Totnes, Devon, TQ9 6SD
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<b>Registered person</b>	Stoke Gabriel Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Stoke Gabriel Pre-school has been established for many years and is managed by a committee of parents. It is located in the village of the same name, which is just outside Paignton. The pre-school occupies part of the old village school house and has use of a kitchen area and toilets. There is also a public swing park set in an orchard immediately opposite the setting, which the pre-school uses.

The group is registered to provide 17 places for children aged between two and five years. There are currently 23 children on roll, nine of whom are three-year-olds and seven of whom are four-year-olds and in receipt of funding. The group opens during term times on Mondays and Wednesdays from 09.00 until 15.00 and on Thursdays from 09.00 until 12.00. On Fridays the group is open from 09.00 until 13.00.

The children who attend come mostly from the village and surrounding area. The group supports children who have special educational needs. There are no children attending who have English as an additional language. There are four regular members of staff who work with the children. The play leader has a degree in early years, another member of staff has a level 3 qualification and two staff are nearing completion of a level 3. The group has close links with the village school and receives regular support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a warm environment. Overall there are good hygiene routines in place, for example children are aware of the importance of washing hands after toileting and before snacks. However more able children are not consistently encouraged to develop their own hygiene routines, thereby increasing their understanding of keeping themselves healthy and further developing independence skills.

Children enjoy a healthy and well balanced diet; this includes a good quantity of fresh fruit and vegetables. They bring packed lunches from home, which are stored appropriately. In addition children are developing social skills by eating together at tables where they choose their own snacks and freely access water.

Children enjoy a good range of activities, which contribute to their good health. They have regular use of the public orchard for outside play. As a result they benefit from the fresh air, running climbing and balancing. When it is raining outside it is seen as an opportunity to enjoy music and movement activities indoors, for example children thoroughly enjoy moving and dancing to an exercise tape. Therefore children have great fun developing their large muscles.

Children's health is further promoted by appropriate accident and medication records, which ensure confidentiality for all children. However staff do not presently record existing injuries. Staff regularly update their first aid qualifications and there is clearly written information for parents, such as an appropriate sickness policy.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a suitable room that is maintained within the limitations of its listed building status, which means that some areas appear worn and rundown. Nevertheless there is good space available. Children access the public orchard for outdoor play, which is checked rigorously before children enter the area. Children have good opportunities to self select from a wide selection of toys and equipment. These are in good condition and regularly cleaned. In addition, resources reflecting positive images of the wider world are readily available. As a consequence the environment is rich and stimulating.

Staff are vigilant regarding the safety of children. Good security systems are firmly in place to protect them; for example, visitors are requested to sign in and outside doors are secured with

a bolt. There is also a buzzer on the inside gate, therefore no person enters or leaves the building without the staff's awareness. Detailed risk assessments are regularly carried out and potential risks clearly identified to ensure a safe environment, for instance, check lists identify any potential hazards both indoors and in the public orchard. There are clear procedures for the emergency evacuation of the premises, for example, a fire procedure is regularly practised. The use of appropriate documentation and policies further enhances safety for children, including policies such as the uncollected children's policy.

Children's safety is further supported by the setting's good understanding of child protection procedures, for instance, staff have an understanding of possible signs and symptoms of abuse. In addition, staff are fully aware of their responsibilities and an appropriate child protection policy and procedure is shared with parents.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy and settle quickly. Overall they are interested in what they do. There is evidence of the Birth to three matters framework in planning, although this is yet to impact on the children who are under three, for example during a story time session there is no focused activity for younger children. This results in some children just sitting quietly and appearing slightly bored.

The limitations of the building means staff have to set out and pack away activities on a regular basis. Nevertheless care is taken to providing a rich and stimulating environment, for example children thoroughly enjoy making shadows in a tent and others self select from additional resources in the craft area.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making sound progress towards the early learning goals in all areas of learning. Staff have a generally secure understanding of the Foundation Stage and interact appropriately with the children. The children are keen to learn and eagerly explore the activities that are set out for them. They concentrate and focus well in small groups, although larger group activities, like music and movement and story time, can be more challenging, as some children become a little disruptive.

Children enjoy sharing home experiences, which is helped by the use of a home link box, which contains objects brought from home and linked to the week's topic. As a consequence, they are keen to share their news. They make marks in a variety of situations, including designing a car park on paper. A group of boys particularly enjoyed this activity, parking the cars and using positional words like 'in front' and 'behind'. Staff ask good open questions, such as how will your cars leave the car park if there is no road leading out? As a result, children are beginning to solve simple problems. They count the number of people present in the setting and sing along to counting rhymes.

There is a great feeling of community and good use is made of the local environment. This is helping children to learn about the world about them. Children enjoy exploring the nearby

orchard, where they climb and balance with developing skill. They also enjoy throwing and catching balls and rolling hoops. Children enjoy the creative area and self select additional resources, for instance, they collect different sizes of envelopes while making and writing a Christmas card. The home corner area is used imaginatively for focused sessions, like how shadows are made. This means children's curiosity is stimulated and they enjoy further exploratory play with light and shadows.

Plans show that a good variety of activities are offered, which support all the areas of learning. The assessment system is still under development, however children's progress is regularly discussed with parents and staff are aware of the individual needs of the children. In practice, more able children do not receive sufficient challenge, such as consistent support to develop independent hygiene routines and an understanding of keeping themselves healthy. Children's achievements and developments are monitored appropriately and transition records are used to inform parents and the next school of children's progress and targets.

### **Helping children make a positive contribution**

The provision is good.

The setting has taken good steps to ensure that all children and parents feel welcome. This raises children's self-esteem, sense of accomplishment and self-confidence. Children are valued and respected as individuals. They benefit from the support of other professionals, as the setting works closely with other specialists to meet the needs of children with learning difficulties and/or disabilities. Children are developing a view of the wider world and plans show there are good opportunities to gain an understanding of diversity through planned topics.

The staff are positive role models, for instance they have a calm approach when dealing with behaviour and actively encourage children to be polite and courteous to each other and adults present. Overall this has a positive impact on children's behaviour, although large circle time activities need further review to ensure all children benefit. Children settle quickly to activities and are developing a good understanding of sharing. In addition some are able to put on their own shoes or boots, for outside play. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. The setting is aware of the importance and benefits of working closely with parents, therefore relationships are friendly and informative, and good communication exists. This includes the regular use of day books, which include some lovely photographs of the children at play. This gives parents a greater understanding of what their children have been doing so that they can discuss it with the children at home. Staff take time to discuss the children's day with parents and have recently introduced an appointment system, which ensures parents and staff are able to discuss children's progress and new targets. In this way staff really get to know children's strengths and areas for development and parents can support the children's learning at home, for example by extending the topic for the term. There are useful notice boards for parents, which display the certificate of registration and the setting's policies and procedures. There is a clear system for parents to make complaints, which includes actions to be carried out.

## **Organisation**

The organisation is good.

Children's care needs are identified and met through very well organised records and documents that are discussed and completed with parents. The required documents are generally well supported by the setting's appropriate policies and procedures. These include a new operational plan and parents' welcome pack, which is simple in structure but nevertheless well organised and clearly sets out the setting's aims and objectives. Consents regarding emergency medical treatment and outings are obtained from parents. All documentation is securely and confidentially stored. Records are regularly reviewed to make sure they are up-to-date and remain relevant to the care provided for each child. There is a very effective parental committee that works closely with the setting to ensure that they are effective, for example committee members have allocated roles and responsibilities. As a result they have successfully identified risks within the setting and also raised funds for essential works.

Children benefit from their time in the setting as all the staff are suitably qualified. The staff maintain safety by ensuring supervision at all times and there are suitable systems in place to ensure all staff working with children have completed required vetting procedures. In addition, there is a suitable system to recruit new staff and staff development is encouraged, for example staff are due to complete child care and education qualifications soon. The setting is also regularly involved with advisory services from the local authority.

The leadership and management is satisfactory. The setting identified, following the previous inspection, that they needed to give priority to improving the care of children and alterations to the building. This ensured that legal requirements are now met and standards of care are good. They are aware that they now need to focus on improving the education of the children. With this in mind they have introduced peer assessments and plan to look at how they monitor teaching and learning in the future.

The nursery meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the previous inspection the setting was asked to improve the security of the premises and implement risk assessments. All actions have been completed and this now ensures children are protected well from hazards inside and out. Staff are familiar with all necessary safety procedures. In addition they were asked to improve the toilet facilities. There is now an extra toilet. The requirements for full day care are now met.

At the previous nursery education inspection it was recommended that children are provided with sufficient challenge and that assessments are used effectively to support progress through all the areas of learning. Staff have focused their efforts on care to ensure standards and legal requirements are met, therefore less emphasis has been placed on this area. Nevertheless there are some activities, like looking at shadows and light, which stimulate children's natural curiosity. In addition it was recommended that the organisation and grouping of children is reviewed to ensure that children are able to fully enjoy activities. There have been some improvements to

the large group activities, for example younger children are now separated from whole group sessions if necessary, although the activities for the younger children are limited.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- record existing injuries
- develop knowledge and understanding of the Birth to three matters framework and devise activities for younger children.

#### **The quality and standards of the nursery education**

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

- devise a system to monitor teaching and learning
- continue to ensure that children are provided with sufficient challenge and that assessments are used effectively to support progress through all the areas of learning
- continue to improve organisation and grouping to ensure that children are able to fully enjoy activities.

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