

Morchard Bishop Pre-School

Inspection report for early years provision

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Inspection date	26/04/2010
Inspector	Sara Bailey
Setting address	Church Room, Church Street, Morchard Bishop, Devon, EX17 6NW
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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*.

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.

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Description of the setting

Morchard Bishop Pre-School registered in their current premises in 2002. They operate from the Church Room close to the church and school in Morchard Bishop, a small village close to the town of Crediton, Devon. The premises consist of a hall with kitchen and toilet facilities and a small, enclosed garden area for outdoor play. The pre-school is managed by a committee of volunteers and is a member of the Pre-School Learning Alliance. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children aged two to five years may attend the pre-school at any one time. There are currently 21 children on roll who attend on a part-time basis. Of these, 14 children receive funding for nursery education. The pre-school is open from 9am to 12.30pm on Mondays and Wednesdays. On Tuesdays and Thursdays the session operates from 9am until 12 noon or 1pm if children are staying to the lunch club. The setting is closed on a Friday. The pre-school operates during school term time only. They support children with special educational needs and/or disabilities, but there are no children currently on roll who speak English as an additional language. The pre-school employs three members of staff who work on a part-time basis and a volunteer who attends twice a week. The two joint supervisors hold appropriate Level 3 early years qualifications and another member of staff holds a Level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting shows a commitment to continuous improvement with the effective implementation of the Early Years Foundation Stage since the last inspection and the completion of training. The learning and development requirements are met well with children's individual needs clearly being taken into account in the planning of activities. The welfare requirements are also met effectively to promote inclusive practice and ensure good outcomes for children. Minor weaknesses are mainly due to documentation, with no impact on children. The deployment of resources, including deployment of staff is outstanding.

What steps need to be taken to improve provision further?

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

- ensure documentation is always updated to reflect changes, confidentiality is maintained at all times with records shared with parents and written consents are sufficiently detailed to ensure parents understand their use
- ensure the daily risk assessment includes ongoing risks such as hazards in the garden and door security to ensure identified risks are recorded and addressed effectively
- develop further the organisation of the leadership and management to ensure staff working with the children are adequately supported and there

are clear roles and responsibilities to continue to make improvements.

The effectiveness of leadership and management of the early years provision

Safeguarding children is generally promoted well within the setting, with a designated person cascading information from her training to other staff. This ensures all staff are aware of signs and procedures to follow in the event of being concerned about a child. Staff consistently record children's existing injuries to share with parents, although these are not always signed as a record of having shared this information. However, as there are two entries per page, confidentiality is not always maintained with parents. Policies and procedures are comprehensive and include all regulatory requirements. These are shared effectively with parents. However, the complaints log still refers to the National Standards rather than the Early Years Foundation Stage welfare requirements and the complaints poster has not been updated with the latest telephone number, which gives mixed messages to parents. Risk assessments are carried out regularly and recorded, although daily hazards identified and addressed are not always recorded effectively to show how risks are minimised effectively. For example, stinging nettles in the garden as a result of the grass having not been cut as usual are managed well, but the risk assessment does not include this new hazard. This does not show an accurate record of the daily risk assessment actually taking place. The staff also keep the external door unlocked until all children are present, which puts them at higher risk of intruders entering the premises. However, the door is well monitored and visitors are quickly greeted and asked to sign in a visitors book to maintain a record for safeguarding purposes.

Recent changes with a newly appointed joint supervisor working alongside an existing supervisor work well to meet children's individual needs. There is an effective key person role to ensure children's learning and development requirements are met well through planning and activities to reflect individual likes, interests and experiences. Their assessments are linked to the six areas of learning and are regularly shared with parents to ensure consistency of care and keep them well informed of their children's learning through play. Informal daily interaction is supported by notice board information, such as activities their children have had the opportunity to explore each day, open afternoons for one-to-one time with their key person, newsletters and home/school diaries. The committee and staff generally work well together, although some gaps in documentation and informing Ofsted of significant events are evident as some roles and responsibilities are not clear. The staff have accommodated two year olds into the group well following the committee's variation to lower the age of children on their registration. However, this puts added pressure on the staff team to meet individual needs effectively due to limited space, staff, time and resources. Due to the staff's excellent organisation of all of these and their commitment to improving outcomes for children, their deployment of resources including how they deploy themselves is outstanding. Staff are vigilant about supervising the inside and outside during free-flow play. Play is child-initiated with any interests in specific activities being followed up by staff with related resources. For example, while playing outside, children's play spontaneously developed into an interest in kings, queens and

castles so the staff developed this with appropriate small world figures when they came back inside to play. All resources are well labelled, stored and encourage children to be independent through self-selection. Although they have limited resources specifically for the younger children they now care for, staff are very skilled at adapting activities and supporting the younger child's play really appropriately. However, this does impact on their time, which is why a parent rota and a volunteer are so important to the effective running of the setting.

The setting is committed to continuous improvement. Staff are improving their qualifications through training and the sharing of information. They routinely update and review each policy to ensure it meets with requirements and reflects changes. This addresses well one of the two recommendations raised at the last inspection. They have also implemented effective systems to identify children's next steps, which improves children's assessments and planning, another recommendation at the last inspection. The setting works hard to improve links with other settings, encouraging the shared use of home/school books and regular visits to the local school children move on to. The staff's self-evaluation is an accurate reflection of the setting's strengths and weaknesses, which shows a good understanding of how to drive further improvement.

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

Children are making good progress towards the early learning goals in all areas of learning due to the effective support from staff. Children's interests are really well understood, recorded and used to influence future planning. Older children remind staff of toys they want out in the session; they make choices in their play and are independent, inquisitive learners. They enjoy spontaneous activities such as playing skittles, where they develop their physical skills, co-ordination and turn-taking skills. Their achievements are recorded and their development assessed appropriately using individual starting points and identified next steps, which are shared and influenced by parents. Children are learning about the world around them through meaningful discussions and activities. For example, the planned theme was postponed to enable children to learn about the supervisor's recent trip to Turkey and her delayed return to the setting due to the volcanic ash and world wide problem with air travel. Older children are very knowledgeable about all aspects of this situation and ask sensible questions to problem solve for themselves to further develop their understanding. Older children enjoy exploring artefacts from Turkey to learn about different cultures. For example, they try on traditional costumes and belly dance. They look at different patterns on ceramic tiles and replicate them with their own drawings. They talk about the Muslim religion through beliefs and looking at the Evil Eye pendent, which is traditional in Turkey. They make rubbings of Turkish currency and taste Turkish Delight at snack time, learning new vocabulary, exploring similarities and differences from their own country. Younger children benefit from no pressure to join in and develop their personal, social and emotional development skills from learning about routine, and sharing and developing their independence.

Children learn about the importance of good hygiene through established routines

and good role modelling by the staff. Children spontaneously wash their hands after using the toilet and before snacks, with gentle reminders to the younger children. They independently access the water, liquid soap and paper towels at the mobile hand-washing unit, which prevents the risk of cross-infection. They benefit from healthy, nutritious fruit snacks during the morning and a choice of milk, juice or water. They are also developing good awareness of healthy eating from their lunch club, where children are overcoming any eating issues they have at home due to a lovely social occasion with staff sitting with the children and talking as they eat. Children enjoy regular outside play in the small garden as well as walking to the local school for physical activities and access to the pre-schools sit-and-ride toys in the school playground.

Children learn how to keep themselves safe from regular discussions and activities. They know the rules and expectations of the setting in order to be safe inside and outside. They are reminded of kind behaviour to avoid dangerous situations and are explained to about safety issues, such as putting their dressing-up shoes away rather than leaving them on the floor for someone else to fall over. They learn about the risks of stinging nettles in their play area due to the grass not having been cut and the importance of not touching them. Children learn about fire safety through regular fire evacuation drills and from being involved in a very well-handled incident when a fire broke out next to the setting. Children remained calm and evacuated the premises quickly, maintaining their safety at all times due their good knowledge of fire safety. Children learn how to walk safely to the nearby school for visits due to excellent preparation. For example, there is a laminated collection of photos showing the route and what happens. Children are not always protected from the possibility of intruders entering the premises due to the current organisation of arrivals, although they are the staff's highest priority and immediate improvements are discussed by staff to increase children's safety.

Children are well behaved and respect each other's differences, showing kindness to their peers. Children have strong relationships with the staff. They respond positively to their gentle approach and quiet voices. Boys and girls have equal access to all resources and happily play with all toys without any discrimination by their peers, such as dressing-up clothes and role play. There is a strong feeling of children's uniqueness being celebrated and children developing good skills for the future through all their experiences.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
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	2
The extent to which children develop skills for the future	2

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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