

# Snapdragons Pre School

Inspection report for early years provision

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**Unique reference number** EY422037  
**Inspection date** 22/06/2011  
**Inspector** Anne-Marie Moyse

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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

Snapdragons Pre School first registered to provide childcare in 1997 and moved to the current premises in 2011. The group operate from the Tarka Community Centre, which is based on a residential estate in Northam, near Bideford. The group have sole use of the facilities during operation, including the main playroom, kitchen, toilet area and an enclosed outdoor area.

The pre-school is registered by Ofsted on the Early Years Register and can take a maximum of 15 children in the early years age range. The group take children from age two and a half to five years. Currently there are 31 children in the early years age range attending.

The setting operates each week day except Tuesdays, during school term time only. On Monday, Thursday and Fridays the setting is open from 9.00am to 3.05pm, and on Wednesdays the setting is open from 9.00am to 12.00noon. The setting are able to receive funding for nursery education for three and four year old children.

The preschool employ three staff who regularly work directly with the children, all of whom hold level three qualifications in Early Years. The setting also employs an administrator and a qualified member of staff to cover absences.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well known and their uniqueness effectively supported by the staff. As a result children feel respected and have their self-esteem boosted and are generally making very good progress in their learning and development. Strong partnerships with parents have been established and staff value their ideas and support in driving improvements in the provision. The setting have various systems in place to evaluate and identify areas for development successfully. Their capacity to maintain improvement is good.

## What steps need to be taken to improve provision further?

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

- review the organisation of some group activities so all children develop their social, cognitive and physical skills and a positive disposition to learning
- increase opportunities for children to develop their understanding of problem solving, reasoning and numeracy in a broad range of contexts, in which they can explore, enjoy, learn, practise and talk about their developing

understanding

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

All systems are in place to keep children secure and safe within the setting. Staff are well qualified, appropriately checked and understand their roles and responsibilities well. As a result they work closely as a cohesive team. They have a secure knowledge of what to do in the event of a child protection concern and supervise children effectively at all times. The indoor enabling environment organised and promotes children's independence in self-selecting what to do, as well as supporting their personal hygiene skills. Children can access the outside area freely and are offered a range of activities and resources to develop their learning. However, there are limited opportunities and resources to extend children's problem solving reasoning and numeracy skills, especially in the outdoor area. Resources fully develop children's understanding of other cultures and the diversity of the society in which they live. The staff respect each child's differences and provide a welcoming and inclusive environment where children can thrive. Children make visits in the local area, developing their understanding of their own community.

Staff plan an interesting range of activities based on children's ideas and experiences, gathered from observations as well as suggestions from parents. The current theme of 'camping' encourages children to extend their language and communication as they talk about their own experiences and holiday events. The sessions are well balanced between adult-direct and child-led activities, encouraging children to make choices and design their own play. Staff interact with the children very well, they follow and extend children's ideas and learning sensitively. Some routine activities, such as snack and circle time are not adapted to meet every child's development needs or skills. For example, some children are unable to sit and listen in whole group situations, and children are not encouraged to develop skills such as pouring and preparing food appropriately at snack time. Children's welfare needs are promoted with all documentation required in place and regularly reviewed to meet their needs. The setting are developing various systems for evaluating their provision, and welcome feedback from parents, children and outside agencies. They have continued to develop the setting for the children and have identified further improvements, which are in progress. Parents are very supportive, and praise the quality of the friendly staff. Parents receive good information on all aspects of the provision, especially the well-being of the children. Good exchanges of information on children's progress provide consistency for each child. The setting have formed links with other providers, and with children's new schools. This provides a cohesive approach to each child's learning and to aid the smooth transition on to their next provision.

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

Children happily arrive and settle quickly to the various activities on offer. They are eager to tell the staff of their experiences and news from home. Staff listen and extend children's conversation helping them to develop their communication skills and confidence. Children are very well behaved, polite and respect the environment and staff appropriately, helping to care for the toys and resources. Good relationships are developed between the staff and the children, building a trusting and secure bond. Staff value each child's individuality and support them effectively. Children enjoy visits to local places of interest such as the gardens or the local Burrows where they explore and develop knowledge of their local environments. This is complemented as activities are offered which extends children's understanding of other cultures and heritages.

The enabling and secure environment promotes children's independence in making decisions and playing according to their own interests. The tent provides a special area where they excitedly climb inside with their friends and develop their vocabulary and imagination as they discuss with the staff all aspects of camping. A cutting activity extends this theme as children select, cut and stick various items they would take on holiday with them. Staff are close at hand to offer support and encouragement to the children in using the scissors and tools safely and successfully. Mark-making resources are freely available for children to draw pictures or write lists. Children bring in activities from home, such as a list of her 'dog's needs', to share with the staff, which reinforces how children are learning at home and within the preschool. Staff interact exceptionally well with the children, building positive relationships. Books are used effectively to show children how print carries meaning and most children eagerly join in with stories at group times, or enjoy a story read to them individually. Children count and measure as they build jigsaws and blocks. However, resources to promote children's problem solving and numeracy skills in the outdoor environment are limited.

Children's health is generally well promoted and all required documentation is in place for their safety and welfare. Snack is a social time where small groups sit and eat together, although staff do not always encourage children to maximise their learning at this time. Children independently attend to their toileting; with staff vigilant over ensuing good hygiene routines are promoted. The outside area is easily accessible and children can play freely in both environments. Children ride their bikes and scooters around the play area, developing control and skill. Following a suggestion from the children, the staff draw a road for the children to follow safely with direction signs and boundaries to follow, extending their coordination and skills. Other children are fascinated as they watch the glitter in the water tray move and make patterns depending on their movements. The children use various brushes to paint and decorate the shed with the sparking water, practising their dexterity and mark-making 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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