

# Aveton Gifford Pre-School

Inspection report for early years provision

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**Unique reference number**

EY423152

**Inspection date**

28/06/2011

**Inspector**

Sally Hall

**Setting address**

The Hive, Off Pulleys Close, Kingsbridge, Devon, TQ7 4LB

**Telephone number**

01548550524

**Email**

**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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Aveton Gifford Pre-School was registered in 1990 and moved to new premises in 2011 to the "Hive" in the village of Aveton Gifford. The group has sole use of the premises while operating with access to secure outside play areas. The pre-school is open Monday to Friday term time only from 9.00am to 3.30pm except on Thursdays when they operate until 1.00pm. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to care for 20 children aged from two years to eight years at any one time. A breakfast club is available on demand, and a holiday club runs during the school holiday depending on demand. There are currently 19 children on roll, of whom ten are in receipt of nursery education funding. The group is run by a voluntary parents committee, who employ four staff to work with the children. The staff all have recognised childcare qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident, safe and happy. The staff work very well together to plan and deliver a broad range of play opportunities to support children in all areas of learning. They ensure parents are kept well informed of how their child has been and the progress they are making. Documentation is in place and regularly reviewed. However, proof that all the staff has been vetted was not available for inspection which is a specific legal requirement. The staff knows the children well and completes observations and assessments on them to support their next steps in learning. Providing challenge for the more able children to build on what they know and can do easily is an area for development. They have completed their own self-evaluation and demonstrate a secure capacity to maintain continuous improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure CRB disclosures including the unique reference numbers and the date they were obtained are available for inspection (Suitable people) (also applies to the Childcare Register) 19/07/2011

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

- develop the use of the observations to build on what children know and can do easily to provide challenge for the more able child.

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

The staff are very motivated and has relevant childcare qualifications and a commitment to undertake further training. They ensure that they keep their first aid certificates up-to-date and have a secure understanding of safeguarding children and are clear regarding the procedure to follow in the event of a child protection concern. Risk assessments have been undertaken including for outings and daily checks are completed of the building to ensure there are no potential hazards. Fire drills are regularly practiced with the children to ensure they are clear of what to do in the event of an emergency. Staff have been employed for some time and they have had not had to make any recent recruitments. However, they were unable to provide evidence that all required vetting checks have been completed of all the staff. This is a specific legal requirement and a breach of a regulation. At present not all records are stored on the premises. The staff provide a fully inclusive provision and children have a good range of activities and resources to increase their awareness of diversity. The resources are in very good condition and displayed well to be easily accessible to enable children to make their own choice and to support individual interests.

Parents are warmly welcomed and are kept very well informed of how their child has been through daily discussions and regular parent's evenings. They operate an "open door" policy. The staff completes observations and assessments in children's Learning Journals to share with parents, which include some of their work and photographs. The staff plan well to support children in their next stages of development and the key workers know their identified children well and provide valuable support. Challenging the more able children to build on what they know and can do easily, is an area for development. They provide very good support to meet children's individual needs and procedures are in place for accessing advice and support from other professionals and agencies. The setting has good links with the local school.

Documentation is in place to support children's care and all the required consents are in place including consent to seek medical advice or treatment in an emergency. The staff are vigilant in recording visitors to the setting and children's attendance. Documentation is regularly reviewed and they are reviewing the storage of documentation so that it is all readily available. The staff have a very good relationship with the committee. The staff have drive and ambition to provide quality care for children. They reflect their practice through their own self-evaluation and have very high expectations of themselves and provide a very conducive learning environment for children.

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

Children are very happy, secure and supervised well at all times whilst being able to play independently and safely. They have a very well organised, welcoming and enabling environment in which to play and easy access to the outside play areas. Children are keen to learn and have a good rapport with their peers and members of staff. The staff are very well deployed to support children as they play. Each child has a key worker who supports them in settling in, keeps observations on their development, and shares their progress with parents to enable them to support their child's learning at home. The children are able to freely choose which activities they wish to participate in and to also make their own choice of resources to support their individual interests. They use the indoor and outdoor environment very well to explore resources and enhance their knowledge and understanding of the world.

Children are developing a good awareness of space as they play on two-wheeled bikes safely and give each other space when dancing to fit kids. They learn about healthy eating and grow items in the garden, which they enjoy to water and are proud of what they have grown such as potatoes. Meals times are very social occasions with discussion on what is healthy, and children learn good social skills. They are very confident with their self-care and know to wash hands before meals. Children are very well behaved. They show respect for each other, they share and take turns and value the resources and carefully put them away at tidy up time. They show concern if something is not working properly. For example, paper being stuck in the sand funnel. They enjoy having additional responsibilities such as helping to lay the table for snack time.

Children learn problem solving making train tracks, and enjoy playing with technology toys. They have a range of craft activities and plan for forthcoming events such as making invitations to invite family and friends in for the end of term play. They show a pride in their finished work and comment on what each other is doing. Children learn about diversity, they celebrate festivals throughout the year and participate in fund raising events. The property is an eco building and they have learnt about the building as it has been built. They confidently save electricity by turning off lights and will use paper towels rather than the hand dryer. They are learning very good skills for the future they are extremely confident and even the youngest children are confident to engage with visitors.

Children have access to a very good range of books and listen intently to stories and will also predict the outcome. They have many opportunities to explore and investigate and to support children's individual interest for example, children who are interested in construction and building with equipment including pipes set up for them outside, and for those that are interested in design with a good range of craft activities.

Children use their small muscles manipulating dough and talk about what they are modelling such as a wedding cake and give each other ideas. The staff encourages them well and extends their thinking asking open-ended questions. Children make

connections with previous learning experiences, such as at lunch time talking about what they have been doing and recent events in their lives and preparing them for forthcoming planned outings. Children receive consistent praise and encouragement. The children are making secure progress in all areas of learning and individual needs are met well.

## 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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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

The quality of the provision in the Early Years Foundation Stage	2
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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	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years Report (Suitability of persons to care for, or be in regular contact, with children) 19/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years Report (Suitability of persons to care for, or be in regular contact, with children) 19/07/2011