

# Bishops Tawton Pre School

Inspection report for early years provision

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**Unique reference number** EY403710  
**Inspection date** 10/05/2010  
**Inspector** Judith Harris

**Setting address** Bishops Tawton Primary School, School Lane Bishops  
Tawton, BARNSTAPLE, Devon, EX32 0AE

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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**

Bishops Tawton Pre School was registered on this site in 2009. For selected sessions the group operates from designated areas within the Bishop Tawton Primary in the village of Bishops Tawton, in North Devon. The pre-school is led and managed by a volunteer parent committee and the play-leader. Children are walked from the main setting premises to the school where they have use of a large hall with toilets and a kitchen adjacent. Children also spend time in the schools reception class and garden.

The pre-school is registered by Ofsted on the Early Years Register. The setting is open for selected afternoon sessions between 12:30pm and 3.00pm during school term-time. A maximum of 24 children may attend the pre-school at any one time and there are currently 24 children attending who are within the early years age range. The pre-school employs three members of staff who all hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's individual learning and welfare needs are very successfully supported and promoted through the secure knowledge staff have of each child. Effective risk assessment systems ensure staff are able to maintain children's safety and security allowing them to play freely in all areas of the setting and to be safe on the walk from the main setting. The staff and committee work well together to build positive partnerships with parents, with the school and other agencies. These partnerships significantly support staff in ensuring that the needs of all children are met. Daily use of reflective practise and the developing use of self-evaluation ensure the strengths and weaknesses are accurately identified and acted on to support continuous development.

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

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

- further develop children's learning journey records to build complete pictures of children's learning and develop systems to analyse your observations to help you plan 'what next' for individuals and groups of children

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

The pre-school have secure systems for effectively supporting and maintaining children's safety and security. All staff, volunteers and committee members have appropriate checks and the systems provide suitable arrangements for ensuring ongoing suitability. The pre-school's safeguarding children procedures are in line

with Local Safeguarding Children Board guidelines. Staff carry out risk assessments for all areas that they use in the school including the outdoor areas. There is a specific risk assessment for the walk from the main site of the pre-school which ensures that there are appropriate adult ratios to effectively support children's safety. Emergency evacuation plans are in place and the staff use good systems to ensure that collection of all children is closely monitored and recorded.

The pre-school's well organised systems ensure that all required records and documentation are available and provide the necessary information for the ongoing support of each individual child. The pre-school staff work in close collaboration with the parent committee to build productive partnerships with parents and good links to the school and local community. The play-leader makes effective use of the key-worker system to share children's learning journeys and records of achievement with parents. The pre-school staff use their in-depth knowledge of each child to identify children's diverse needs and ensure they are well met through appropriate activities and experiences. Exceptionally good use is made of the available resources including the deployment of the staff. With the support of the school, children have access to the broad range of resources that allow them to explore in both indoor and outdoor environments.

The pre-school have clear systems in place which are supported by the committee to ensure the on-going monitoring and evaluation of all areas. The play-leader and key-workers use the children's individual learning records to evaluate how well children's progress is supported. Through discussion it is clear that the play-leader is able to accurately identify the strengths and weaknesses of the service and has an explicit vision of future development. The play-leader has worked with the staff team to develop an understanding of the Early Years Foundation Stage and to enthusiastically embrace new processes.

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

Children are carefully nurtured by the warm and supportive relationships they have with staff. This enables them to feel secure to become confident and independent learners who make good use of the stimulating environment. Children benefit from relaxed and flexible daily routines which provide an abundance of free play allowing children time and space to explore, experiment and discover. This school site setting is used for selected afternoon sessions and effectively enables children to become familiar with the school and to feel confident playing in the reception class. The children have had a morning session at the main setting premises and they walk down to the school with an appropriate ratio of adults. To further support children's safety both children and staff are dressed in reflective vests, they walk with care and use good road crossing practice. Children clearly enjoy the walk and the staff use good open questions to encourage the children to think about their own safety. Children arrive in the schools hall where they have time to settle and take off their coats. A member of staff takes the register to check everyone is present and there is a short singing session where children confidently use signing as they sing. This short whole group session ensures children are comfortable and have their individual needs met for toileting before moving on to

visit the reception class. When the children arrive in the class they join in with watching a film about animals in the jungle. The children are seated comfortably and they are all clearly enthralled with the film which tells a story of animals with a wide variety of accents and different colours. The children sit calmly through this short session with good levels of concentration. After the film pre-school children join the reception children at play. They have access to an exceptionally wide range of activities that they can choose completely independently from.

Children are printing with paint, they have African prints and patterns to inspire them and they delight in being purely creative with paint and a variety of tools. Children organise and develop this activity themselves, working co-operatively the reception class children invent and explore. Children make a train track with a member of staff, they talk together about how they will build the track, how many pieces they will use and what trains will run on it. The member of staff makes very good use of her interaction to extend the children's thought processes and encourage them to solve problems when building the track. Outside the children have an extensive garden area to play in that allows areas for different types of play. Children play at a table with sparkly dough and tools, a member of staff sits with them using a very good range of open questions to challenge and extend children's learning. Children talk about how the dough smells and feels and they use their imagination to develop their play making interesting things with the dough. Children are investigating and exploring in the garden where there is an area to dig in the earth. They independently organise tools to dig out a hole and use a magnifying tool to discover and examine what they have found in the earth. The staff observe the children digging but allow them the time and space to develop this purely child led activity that the children are completely engrossed in. Children experiment with water that they pour on mirrors which are covered with confetti. A member of staff asks the children about the experiment and what is happening when the water goes over the mirror. The children talk about the confetti floating and sparkling and how the water makes the mirror look.

Staff make very good use of the children's independent play to effectively observe them. A good range of observation are made of all children and the key-worker system allows for an ongoing assessment of children's individual learning. Children's learning journey records are being developed to ensure they provide an holistic picture of each child. This is exceptionally well supported by the information collected from parents in the "building a picture" records on each child's file. Here parents provide a wide range of information about children's learning and interests at home. Planning to meet children's individual needs using a spider chart with the child in the centre and the areas of learning around giving ideas for extending and developing children in each area. Planning is a mixture of long term detailing areas to be looked at each term, medium term with ideas for all areas of learning for each week and continuous planning records. The continuous planning records show what children have actually done each day and which activities have been child led, adult directed and which led on from children's individual interests. The staff's interaction is enthusiastic and animated, making best use of all planned and naturally occurring situations to support the children's learning and development.

Children are developing good personal skills and the adults support children to

develop confidence and self esteem through good levels of independence and praising children's achievements. Staff are supporting children's positive behaviour by encouraging children to share and take turns and to respect each other. Children are well behaved, which is positively supported by long periods of free play time and good levels of independence. Children are provided with healthy and well balanced snacks and drinks. Children staying all day have packed lunch and through good partnerships with the parents the pre-school ensures that children have healthy balanced meals. Children are learning good hygiene skills through the daily routines used.

## 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>How effectively is the Early Years Foundation Stage led and managed?</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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