

# The Duchy Pre-School

Inspection report for early years provision

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**Unique reference number** EY231215  
**Inspection date** 08/01/2009  
**Inspector** Jacqueline Allen

**Setting address** Millway, Bradninch, Exeter, Devon, EX5 4NL

**Telephone number** 01392 881975

**Email**

**Type of setting** Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

## **Description of the setting**

The Duchy Pre-school and Playgroup registered in 2002 and is situated in the town of Bradninch in Mid Devon. It is managed by a voluntary committee and operates term time only. Access to the premises is via a few steps, however there is also another door to provide level entry. There are two interconnecting playrooms, separate children and staff toilet facilities, a kitchen and a hard surface outdoor play area.

The pre-school is registered to provide care for 26 children from three years in the early years age group. It is registered on the Early Years Register. Sessions run from 09:15 to 11:45 and 12:45 to 15:15, with a lunch club in between from Monday to Thursday. A morning session only runs on Fridays. There are currently 29 children on roll.

The setting is led by a manager who holds the Early Years Professional Status and is supported by a business manager. There are 13 additional staff, two of whom are teachers, four hold a level 3 and two a level 2 qualification in early years. Other staff have training planned. The setting receives support from the local authority as well as from the Pre-school Learning Alliance.

## **Overall effectiveness of the early years provision**

The confident staff team are highly effective in ensuring that children are happy and involved in their play, which means they make excellent progress in their learning and development. All children's additional needs are embraced, valued and exceptionally well supported as the staff fully involve parents and other professionals in order to provide a fully inclusive environment. Continual staff training and monitoring is given a high priority, which benefits children's welfare and learning. The staff all participate in completing and reviewing their self evaluation of the provision, which shows their high aspirations for continual improvement and far reaching visions to benefit children.

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

To further improve the high quality early years provision the registered person should consider:

- reviewing the system to record parental consent before administering medication to children, to provide greater clarity

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

The staff have completed an excellent assessment of their provision, which provides a clear overview of their strengths and areas identified for improvement. They regularly review and monitor documentation and practice and are especially

proactive in attending cluster meetings and training to support staff's professional development. They have been successful in obtaining funding in order to develop their outside area and staff are attending forest school training in preparation to further extend children's play and learning outdoors, where they would like to install a fire pit.

Children greatly benefit from the setting's strong partnership with parents, professionals and other providers. Parents enjoy participating in sessions on a rota basis, where they spend quality time with the children and observe the staff's good role modelling. The staff responded to parents' comments about the time spent in the kitchen washing-up and fundraised for a dishwasher to reduce their time away from the children. Regular meetings with parents and other professionals enable them to plan effectively to meet children's needs. Communication books are in place so that children's learning can also be shared with other provisions that children attend. Childminders are invited to attend staff training days to improve communication and children's learning. Attending regular cluster, update and staff meetings aids the setting's continual review of their practice and recognition that they wish to develop a more thorough assessment system.

Staff ensure that safeguarding children is given a high priority. They have a designated safeguarding officer who attends training and cascades information to all staff. Children are reminded of the consequences of potential risks, such as putting knives into their mouths, which increases their own awareness. They regularly practise fire drills and have ongoing opportunities to discuss what to do with staff, which increases their knowledge and confidence in these situations.

## **The quality and standards of the early years provision**

Children greatly benefit from the high adult to child ratios which enable staff to provide excellent support and meet their individual needs. Children communicate clearly as staff value what they say and use meaningful open ended questions to further their understanding and encourage thinking skills. Labelling, photographs and signs around the setting positively promote inclusion and low-level storage ensures children are encouraged to independently access resources. Staff plan an exciting, stimulating range of activities which keep children totally absorbed in their play. They understand each child's development needs so well that they routinely challenge their learning or provide valuable support as required. In addition, staff note children's individual interests and plan for these. For example, an interest in pizza leads to making their own dough, chopping vegetables, making menus, organising a café area, serving customers and taking money and selling pizza from a shop. This enables children to be enthusiastic, independent learners who have very high levels of concentration. Children already understand turn taking which leads to harmonious relationships and excellent behaviour. They turn the hands of a clock as they name the numbers, then test each other. Three children decide to play a game and go together to the cupboard to choose which one. They enjoy using the wipe board to draw and make excellent attempts at forming letters in their name spontaneously. Time outside fits in with the needs of the children. Tyres and large spools are used enthusiastically as children learn to roll them up and down slopes, or stack them to make a house. Wooden blocks are used

creatively by a number of children, for example, some put them end to end then walk along them, whilst others use them as crutches.

Children giggle gleefully as they attempt to copy the challenging yoga positions which stretch their muscles and make some fall over. They freely access drinks and learn about healthy eating through planned activities, such as growing vegetables and fruit and regular cooking activities. Children routinely wash their hands before eating, cooking and after toileting. They are learning about the environment by separating the waste products from their lunch into two bins, one of which is for composting. They enjoy choosing books and can confidently recall the story. Children enjoy accessing the computer, when they are effectively supported by staff to increase their understanding.

Staff have an extremely good understanding of the Early Years Foundation Stage. They regularly review essential recording practices, such as accidents, medication and existing injuries to ensure that all necessary information is clear and make adjustments as required. Robust recruitment procedures ensure that staff and committee complete checks promptly to ensure they are suitable, with comprehensive induction, monitoring and appraisal systems to further support staff. Children's behaviour is exemplary as staff are wonderful role models, who calmly deal with issues sensitively and deploy themselves where needed instinctively.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.