

# Bishops Tawton Pre-school

Inspection report for early years provision

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**Inspection date** 08/11/2010  
**Inspector** Judith Harris

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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 2010. The pre-school operates from its own rooms in Bishop Tawton Methodist Church in the village of Bishops Tawton, in North Devon. The pre-school is managed by a volunteer parent committee. Children have use of two large rooms with toilets and a kitchen area adjacent. There is a hall on the first floor that the pre-school can use as required. The pre-school is registered by Ofsted on the Early Years Register. The setting is open between 9am and 3pm during school term-time. A maximum of 24 children may attend the pre-school at any one time and there are currently 20 children attending who are within the early years age range. The pre-school employs two members of staff who both hold appropriate level 3 early years qualifications.

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

Overall the quality of the provision is good.

Children play in the carefully planned and clearly very enabling environment. The pre-school has generally good systems that allow staff to build an in-depth knowledge of each child's unique learning and welfare needs. Safety and security are consistently well supported through well organised systems and appropriate levels of supervision. The pre-school staff have very good partnerships with parents and other providers to ensure children feel well settled in the pre-school and secure when moving onto school and some steps are taken to involve them in their children's learning. The staff are a highly motivated and committed team who work with the committee to make positive use self-evaluation and reflective practice that ensures ongoing improvement.

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

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

- further develop the systems to gather information from parents about children's ongoing learning and development at home
- further develop the planning for children's individual next steps to ensure consistency across all records

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

The play-leader works very successfully with the play-worker and parent committee to develop and implement a clear vision for the pre-school. Secure systems are in place to ensure all staff and volunteers are appropriately checked and vetted and good security is maintained. The pre-school have comprehensive safeguarding children procedures that are in line with Local Safeguarding Children

Board guidelines. A comprehensive range of risk assessments are carried out for all areas, in the setting and for all outings. The emergency evacuation plans are in place and regularly practised with the children. The staff team use good systems to ensure that safe arrival and collection of all children is closely monitored and recorded. All required documentation and records are in-place and well organised. This includes a range of policies and procedures and children's information records.

The comprehensive use of daily self-evaluation allows the staff team to effectively evaluate the activities and experiences each day. The play-leader's well organised systems enable her to work with the play-worker to evaluate the wide range of activities and experiences and to develop the use of the self-evaluation form. This enables the accurate identification of the strengths and weaknesses of the setting and supports the continuous plans for improvement. Both the play-leader and play-worker are qualified and experienced professionals who have successfully developed the pre-school in its new setting. Both members of staff are exceptionally self-motivated workers who demonstrate very high levels of commitment to ongoing development. The effective and efficient deployment of all resources including the staff and volunteers allows the staff team to successfully and effectively meet children's individual needs. The well planned and flexible daily routines ensure children are able to develop high levels of independence in their play and personal care.

The pre-school successfully engages with parents and other provisions to support them in meeting children's individual needs. The well organised settling-in procedures clearly support children to feel secure in the relaxed environment of the pre-school. The pre-school have very good systems for gathering information about children's starting points. This allows the pre-school team to effectively build on what children already know. Systems for gathering information about children's ongoing learning at home are not so well developed. Parents are given regular opportunities to review and comment on children's learning journey records and children's work books are available daily. The pre-school have effectively developed a wide range of policies and procedures, children's learning journey records and systems for observations and assessments. These secure systems clearly enable the staff to very effectively support children with diverse learning and development needs within their setting.

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

Children are exceptionally happy, confident and secure in the pre-school's comfortable and relaxed environment. The warm and supportive relationships children have with staff ensure they are carefully nurtured and enabled within the setting. The well planned daily routines provide children with an abundance of free play which allows them time and space to explore, experiment and discover through their own interests. Children are enthusiastically supported by the staff through animated interaction that makes best use of all planned and naturally occurring situations to extend children's learning.

The pre-school has sole use of their play-space where children have safe and easy access to a very wide range of toys, equipment and resources. The environment successfully enables children to make free choices about what they want to play with. This exceptional environment is bright with lots of displays of children's work and photographs showing the different activities they have taken part in. The rooms are set up to enable children to free-flow between activities and to the outdoor area. The organisation provides space for different types of play which includes a quiet area, messy and creative play areas and a role play area. Children move freely and confidently in the space; they use good imaginative skills to develop complex role play games both in the pre-school room and in the garden. After a free play session the children sit for a story that is linked to the theme of autumn. Children delight in taking an active part in re-telling the story and talk about the colours of the leaves as they change in the story. The member of staff asks the children about the changes of the seasons and they describe how the leaves will fall off in the winter and more leaves will grow in the spring. At the nature table the children are counting the items with the staff; they confidently use simple adding and subtraction. After snack-time children go into the garden where they have ride-on toys and they can play in the sand and dig in the earth. The pre-school staff have produced a 'garden book' which shows photos of the children planting and growing. The book demonstrates how the staff have extended the planting activity to include simple science, maths and handwriting skills. Children have free access to construction resources and they organise the play themselves. Children talk together to they plan how to build their construction so it does not fall over. At all activities the children are animated and excited, they cheer when their construction stands up and giggle with delight at the creative activity.

Staff make excellent use of their interaction, and provide a very good balance of child led and adult directed activities. The focused activity today is making a tree for the autumn display that all the children are taking part in. The children are printing with sponges, the member of staff talks with the children about the shapes and textures of the sponges. The children describe the textures saying one is prickly and one is bumpy. The member of staff enthusiastically praises their achievements and the words they use in their descriptions.

The pre-school staff use a versatile range of observations and assessments to accurately record and support each child's unique learning journey. Parents are asked to complete a sheet to provide information about children's starting points which staff are then able to build upon. Children's learning journey folders contain a wide range of observation sheets of specific activities and experiences. The observations show the focus of the activity with clear and accurate links to the early learning goals. Some of the children's learning journey records show details of planning for children's individual next steps but this section is not used consistently. Children's progress is further charted using the age-appropriate sections of the Early Years Foundation Stage guidance. This allows key-workers to accurately identify children's achievements and any areas in which they need support. The staff have enthusiastically embraced the Early Years Foundation Stage and developed systems that ensure children feel secure to travel along their unique learning journeys. Children in this setting are clearly very well supported to develop their skills to become purposeful learners and to gain skills for the future.

Children are carefully supported to learn good hygiene skills through the use of clear hygiene routines. Snacks and packed lunches provide healthy choices for children which includes fruit. Detailed information about any special dietary restriction is collected at admission to ensure children's individual dietary needs are met. Pre-school staff have a clear understanding of the importance of the use of positive strategies to support children's behaviour. Children are very well supported by adults who clearly know them well and are able to take steps to carefully and sensitively meet their individual needs. The positive behaviour management system clearly supports children to develop good skills for self-control.

## 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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <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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