

# Little Skippers

East the Water Primary School, Mines Road, BIDEFORD, Devon, EX39 4BZ

## Inspection date

Previous inspection date

18/09/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- An exceptionally knowledgeable, skilful and enthusiastic staff team provide an outstanding educational programme and this ensures every child is making good or better progress in all areas of their learning.
- Extremely effective observation and assessment system details children's learning and development and underpins children's progress in all areas of learning.
- Well-focused and highly effective partnerships with parents provides excellent opportunities to further continue children's learning and development.
- Leaders at all levels demonstrate an excellent understanding of their responsibilities. Their vision to strive for continuous improvement is enthusiastically shared throughout the staff team.
- Strong monitoring and self-evaluation systems are in place to maintain high quality care.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed a range of learning activities in the indoor and outdoor environment.
- The inspector held meetings with the Head Teacher and Early Years Lead.
- The inspector talked with staff and parents.
- The inspector sampled a range of documentation including policies, children's assessment records and planning documentation.

## Inspector

Katherine Lamb

## Full Report

### Information about the setting

Little Skippers registered in 2013. It is run by the governing body of East-the-Water Primary School in Bideford, Devon. The setting provides care for two-year-old children, who then progress to the schools' integrated foundation stage unit at age three. The provision for two-year-olds has its own rooms within the foundation stage unit, and they share the kitchen. There is a large fully enclosed area suitable for outdoor play. The setting is registered on the Early Years Register. It operates Monday to Friday from 9.00am to 12.00pm. Three members of staff, including a lead practitioner, are employed to work with children. Two staff are qualified to level 3 in early years and the lead practitioner is an Early Years Specialist. The setting is managed by the head teacher and the school senior management team. There are currently 8 children in the early years age range on roll.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- strengthen positive relationships with other early years providers to exchange information which fully supports children's learning and development when they attend more than one setting.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Every child is making good or better progress at this outstanding provision. From the start to the end of the sessions, all children are fully engaged with the exciting and interesting activities and resources. The exceptional educational programme, which covers all areas of learning, has a strong focus on the prime areas. Children are positively encouraged to access the outside play area. Enthusiastic staff promote learning outdoors by encouraging children to take turns on bikes, in the water trays or mark making on the floor with chalk. There is superb provision for children to learn about how to take risks and meet challenges.

Children mixing water and sand are asked what has happened now and how does it feel. This makes them think about what they can feel on their hands. Staff give children the time to answer and let them think without rushing them. Staff offer encouragement and praise, linking adding water to the sand like being at the beach, asking them questions to check prior learning before extending it. Children are able to access extra resources, for example, they add shells to the sand and water to make it more like a beach and then

play a game of hiding them and trying to find them. Older children try to show independence by trying to put their own coats on first without staff help, although staff are available if they can't quite manage it. Younger children are encouraged to try before staff help them.

Staff promote children's communication particularly well by helping children to pronounce words and repeating back to children what they've said. Children enjoy circle time where they sit and sing songs and listen to stories. They learn about parts of the body when singing head, shoulders, knees and toes and staff encourage all children to join in. Children understand speed and shout to speed up or slow down the song, laughing as they try to keep up.

There is an exceptionally well planned balance of adult-led and child-initiated activities throughout the session. Children show very high levels of confidence as they become fully engrossed in their role play. Imaginative role-play is particularly popular with the children and is used to support children's understanding of the world. For example, children act out situations with babies and buggies, dressing them before feeding them and taking them for a walk outside. Children consistently demonstrate the characteristics of effective learners as they play, explore, and ask questions to check their understanding.

The highly qualified, skilled, dedicated and talented team have a strong knowledge and understanding of the different ways children learn. They make thorough observations of each child's development and learning. They assess each child's progress and plan for the next steps in their learning. Individual children's learning journeys are very detailed and provide a wonderful account of their progress over time and are praised by parents. Staff make excellent use of accurate assessments to monitor and evaluate children's learning.

### **The contribution of the early years provision to the well-being of children**

All children arrive at the setting with great enthusiasm and are eager to learn. They understand the routines well as they register their attendance using their photo name labels on the board. They quickly make their choice from the wide range of stimulating and appealing activities and resources available. Strong friendships are evident as children play harmoniously in small groups. For instance, at the start of the session children settle at the sand tray and transport sand in containers to and from the home corner as a group before starting their play.

Snack and meal times are a highly sociable part of the day with children showing excellent table manners. Staff show keen interest and understanding as they talk with all the children about the children's home life, and past and future events. Children join in with the children from the school's integrated Foundation Unit for snack time meaning they are able to see older friends or siblings. This part of the routine also helps to prepare them for the move to the unit when they are three years old. All food provided by the setting is healthy, balanced and nutritious and children are encouraged to be independent at meal times to prepare them for the next stage in their learning.

The staff are enthusiastic and motivated. All children behave exceptionally well. Staff supply wonderful attention to providing outstanding levels of care and support for all children and children express their views and interests with confidence. Staff are excellent role models as they fully participate in all active play with lots of laughter and friendly banter shared with each other. The key person system is exceptionally effective; there are strong and very secure emotional bonds between children and the adults.

Staff give excellent attention to ensuring children are well prepared for transition to the school's Foundation Unit. There are close working partnerships with the school. The setting attends open days in the unit and organises visits for parents. This means that staff get to know the children, and to talk with staff about the child's progress and what they are capable of, and to build vital trusting and caring relationships with children and their parents.

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

Staff at all levels demonstrate an excellent understanding of their responsibilities as they ensure that the setting meets the learning and development, and the safeguarding and welfare requirements to a very high standard. Close and highly effective collaborations between the Head Teacher, Early Years Lead and staff ensure there is very close monitoring of the planning and delivery of the educational programme for all children. There is a comprehensive system in place to monitor the assessments and evaluate children's learning.

The setting is striving for continuous improvement. The Early Years Lead and Head Teacher closely monitor the effectiveness of the staff team; their performance and practice. Practitioners reflect on their performance and identify how they can improve further. Regular appraisals and supervisions provide staff with time to identify and discuss their professional development needs. All staff use training they attend very effectively to further improve the excellent practice. For example, all staff have attended child protection training and are starting an apprenticeship in working together. Staff demonstrate a thorough knowledge and understanding of the correct safeguarding policy and procedures to follow should they have concerns about a child.

The work of the staff at the setting is highly commendable and brings about good outcomes for families. The vision for success is shared throughout the team. Extremely effective use is made of all feedback received from parents, and children; together with the staff team's strong ambition to strive for excellence. The well-considered self-evaluation leads consistently to further improvements throughout the setting. For example, the introduction of home bags for parents with games, songs and resources in that they can borrow. Rich, varied and imaginative experiences are delivered every day to engage, motivate and enthuse all children.

Excellent links with the primary school enhances the learning experiences of the children and supports them with the eventual transition into the schools integrated Foundation

Unit. Parents are fully involved in their children's learning. There are regular opportunities, informal and formal, for parents to discuss with staff the good and often rapid improvement their child is making. Staff record children's next steps in the learning and development files as part of their learning journeys and these are shared with parents. They use assessments very effectively in discussion with parents to clearly explain children's progress. Staff respect parents as co-educators of their children and sensitively encourage them to support their child's learning and development at home. All parents spoken to are extremely complimentary of the setting. In particular, parents praise the staff's friendly and trusting relationships that are nurtured and highly valued. These excellent partnerships with all parents successfully promotes children's well-being, learning and development.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY458683
<b>Local authority</b>	Devon
<b>Inspection number</b>	910920
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	16
<b>Number of children on roll</b>	8
<b>Name of provider</b>	East-the-Water Primary Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01237 475 178

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

