

# Compton Valley Nursery and Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	EY436967
<b>Inspection date</b>	26/06/2012
<b>Inspector</b>	Anne-Marie Moyse

<b>Setting address</b>	Compton Mill, Marldon, PAIGNTON, Devon, TQ3 1TB
------------------------	---

<b>Telephone number</b>	01803873345
<b>Email</b>	comptonvalley.nursery@virgin.net
<b>Type of setting</b>	Childcare - Non-Domestic

---

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 1231, 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.

T: 0300 123 1231  
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

## **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).

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

Compton Valley Nursery and Pre-School first registered in 2004 and was re-registered as a limited company in 2011. It is situated in a rural location between Torbay and Newton Abbot, in Devon. Children are cared for in three base rooms which have their own adjoining toilets and wash facilities. Each room has direct access to a covered outdoor play space and the enclosed garden.

The nursery is registered on the Early Years Register to provide care for a total of 50 children. Currently there are 96 children on roll. The nursery supports children with special educational needs and /or disabilities and children learning English as an additional language. The nursery operates from 8am to 6pm throughout the year. It receives funding for the provision of free early education for three and four-year-old children.

The nursery is privately owned and employs 15 staff with a range of professional childcare qualifications. One member of staff is a qualified teacher and two hold Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive and make rapid progress in their learning and development. Their needs are exceptionally well met through the staff's very strong engagement with parents and others. Comprehensive systems throughout the nursery safeguard and promote children's welfare in an exemplary way. Overall, the nursery is extremely well-organised and makes excellent use of its resources. Overall, innovative systems are used to drive improvement. The nursery has an outstanding capacity to maintain excellent standards.

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

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

- providing more challenging resources and equipment for older, more confident children to climb, balance and develop their understanding of managing their own safety
- extending the ways in which children's views and opinions feed into the systems for improving the provision.

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

Safeguarding children is given an exceptionally high priority. Staff undergo robust recruitment and vetting checks so their suitability is accurately assessed. Comprehensive induction procedures keep new staff fully informed of the processes in place. Staff are highly qualified and they are well supported in maintaining further training, so skills and practice are continually developed. Regular team and staff meetings provide very good opportunities for staff to share information and refresh their understanding of safeguarding and child protection procedures. Staff all have quick reference guides in each room so they can act immediately should any child protection concerns arise. Staff review and adapt the thorough risk assessments frequently to provide an environment that is safe and suitable for all.

The inspiring leadership of the nursery team promotes a highly inclusive environment, where adults and children feel valued and respected. This positive attitude threads throughout the nursery and staff embrace each individual's unique needs. For example, children are fully involved in organising the play environment and staff's working patterns take account of their work/life balance. Staff enthusiastically create a happy and stimulating environment for all and are ambitious to maintain high standards. Inspiring self-evaluation systems help to continually monitor the effectiveness of the nursery and each individual to accurately target areas for improvement. Feedback is gathered from parents and staff to help drive improvement. Children are consulted on many aspects of the nursery but at present their views are not actively fed back into the systems for self-evaluation.

Engagement with parents is excellent as their views and personal needs are understood and appreciated. They receive abundant information on the nursery and their children through a variety of methods. Parents share information about their children's ever-changing interests and routines which helps staff adapt to their needs immediately. Parents hold the staff and the nursery in high esteem, and could not wish for anything better for their children. Links with other provisions and professionals are firmly in place and promote a consistency of care between settings involved with the child. Excellent transition arrangements support children to move onto a different base room or on to school with ease and confidence.

The nursery provides a rich and vibrant learning environment. The extensive resources are of high quality and easily accessible to children. Children are able to move throughout the nursery for most of the day, which extends their play opportunities. It promotes an inclusive and flexible approach where children organise and plan for their own learning. The free access to the garden and covered play space allows children to learn and explore according to their particular interests and learning styles.

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

Children are flourishing in this warm and welcoming environment. They play a full role in their learning and have established very close relationships with all the staff. They show great confidence and independence as they explore the enabling environment happily and with self-assurance. They show great respect for each other and behave with consideration and thoughtfulness, especially with younger children.

Throughout the day all children can choose to play and learn in the fresh air, which benefits their health. Babies have a designated outdoor area. This enables them to explore the natural materials and textures in the garden, including the herbs planted at their level. They sit happily in the large sand tray investigating the different textures. They pull themselves up safely against the open fencing to watch other children in the garden. Older children go to find boots to wear for playing on the grass. Children investigate the patterns created by the soles of their shoes and boots on a large piece of paper. They join in with exciting ball games, which develop into a lively football match. They enjoy taking turns to referee the match using red and yellow cards to maintain the rules. This robust exercise helps children to develop their physical skills and fitness. Children move safely on the climbing equipment and slide, developing control and balance. However, the climbing equipment does not pose sufficient challenge for the most able children.

Children's health is further promoted as they frequently help themselves to drinks and are provided with very nutritious and appealing foods. A well-balanced and varied menu is freshly prepared from local free-range products. This helps children to establish healthy eating habits. At meal times, children sit in sociable groups and eagerly serve themselves. These small groups promote children's conversation skills very effectively as they chatter happily with their friends. Staff carefully support the younger children to rapidly gain their independence in feeding themselves.

Children display extremely high levels of confidence and self-esteem. They initiate conversations with visitors to the nursery, politely asking questions about what they are doing. They independently set up their own resources and play cooperatively with each other. In group games they take turns and share well. They confidently contribute to story times and games played with words. They readily accept the outcome of the vote for which book to read first, taking a very mature response. Children confidently develop skills for the future as they are adept at using the laptop to write and play games. They follow instructions from books as they make pretend cakes out of dough. They also carefully use various tools such as knives and scissors with precision and control.

Children's learning and development is significantly enhanced by the methods used to observe and assess their progress and the excellent interaction of the staff. An innovative computerised system holds all the details of every child's learning interests, abilities and next steps. Each base room has their own interlinked computer where staff can instantly retrieve each child's learning plans. This

enables staff to be very well informed on how best they can support each child if they are working with them. This flexible approach helps children to make rapid progress in their learning.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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)



