



Tel: 07763 215455



WELCOME TO OUR PRE-SCHOOL



Ugborough & Bittaford Pre-School,
Ugborough Village Hall,
The Square,
Ugborough,
Ivybridge,
Devon,
PL21 0NJ

Tel: 07763 215455

E-mail: admin@ugboroughandbittafordpre-school.org.uk

Registered Charity Number 1043499

www.ugboroughandbittafordpre-school.org.uk/

Ofsted Number 106274

Opening Hours	Monday	9am - 3pm
	Tuesday	9am - 3pm
	Wednesday	9am - 3pm
	Thursday	9am - 3pm
	Friday	9am - 3pm



OUR VISION

“Working together to reach your child's potential”

- ✧ To enhance the development and education of children under school age in a parent-involved and community-based group.
- ✧ To provide a safe, secure, fun, friendly and stimulating environment with a specially tailored curriculum, which leads to approved learning outcomes.
- ✧ To work alongside parents within a framework that ensures equality of opportunity for all children and their families.

HISTORY

We are a Committee led Pre-School that first opened in 1994 after a local teacher (who was also a parent) recognised the need for such a provision in Ugborough. In the spring of 2009 we amalgamated to proudly become Ugborough & Bittaford Pre-School. The Pre-School is situated in the Village Hall, next door to the Primary School. This enables us to have strong links with the School and also enables us to easily access their playground and other facilities. We currently run Forest School on the School grounds and have two members of staff who are Forest School qualified.

LINKS TO OTHERS

We make weekly visits to the Reception class at Ugborough Primary School. Every Monday morning we join the Reception class, singing songs and listening to stories and have snack time in Hillhead classroom. On Friday we also join the Primary School children at lunch time in their dinner hall. We offer the opportunity for parents to buy a hot school lunch on Tuesdays and Wednesdays in addition to this. These are great opportunities for the children to familiarise themselves with the School environment and routines as well as having the opportunity to meet siblings or children who have previously been at Pre-School with them. This really does help the children's eventual transition to the Primary School.

We incorporate in our planning early phonics 'Letters and Sounds' activities. Many of our regular events such as our Harvest Celebration, Nativity and Sports Day are attended by the Foundation Stage children of Ugborough School.

TODDLER GROUP

Toddler Group operates from the Village Hall every Monday during term-time between 10 am and 11.30 am, while the Pre-School access the Reception class at Ugborough School. This gives younger children a great opportunity to familiarise themselves with the setting before they start at Pre-School. If you have younger children or know anyone else whose children would like to come to Toddler Group, please contact us for further information.

OUR CHILDREN

We welcome children from 2 years to School age. In our all inclusive setting we work closely with other professionals to ensure each individual achieves. We fill these precious years with fun and friendship in a stimulating, well-resourced environment. We strive to build on the development that takes place at home; by fostering independence, creativity and learning new skills with appropriate support through a play-based curriculum. Our activities in the Pre-School are reinforced by close daily communication that succeeds in achieving the best outcome for the child, and their family.

SPECIAL EDUCATIONAL NEEDS (SEN)

Through our system of observation and record keeping, we are able to monitor children's individual progress. Should we have any concern regarding your child, any issues will be discussed with you and a way forward agreed. We follow the Department for Education and Skills (DfES) Special Educational Needs Code of Practice for the identification and assessment of Special Educational Needs.

Our staff are experienced at working with Special Educational Needs children, and our building is accessible to all, with ramp access and a disabled toilet.



OUR STAFF TEAM

We have a high staff-children ratio and our small size means the staff team gets to know well each and every child and parent. This vital part of our work was observed by Ofsted who commented "Parents enjoy excellent relationships with the staff caring for their children." The Committee and staff have a commitment to overstaffing into the setting when required to maintain excellence, eg when settling new children.

Our close-knit and caring team are led by a qualified teacher, Tania, who holds Early Years Professional Status and Naomi, NVQ3 qualified with many years of experience working with children and parents locally. Pippa and Sarah B are highly qualified to NVQ3 standard. Two other more recent staffmembers are Rachel, NVQ3 and Sarah W, a qualified teacher. Our Ofsted report recognised the quality of our staff; "Able supported by a skilled and focused team of adults, children make the most of every learning opportunity and are frequently to be found concentrating for significant periods of time on their chosen activities, co-operating fully with their peers, and demonstrating genuine enjoyment of their learning."

Tania Barretto - Manager



I live near Ermington with my husband Paul and three boys (two in secondary school, one primary-aged). Whilst I went to school in Plympton, I undertook a degree in Modern Languages and a teaching qualification, and I taught in infant schools in London and Essex. In 2008 I completed my Early Years Professional Status to give me relevant qualification in the early years sector. I have worked in Early Years for more than 7 years in a managerial rôle and love laying solid foundations for the youngest children's future learning. I think the strength behind Ugborough and Bittaford Pre-School lies in the inter-personal skills of the staff team, and the kindness and affection given to every child in our care.

Naomi Williams - Deputy Manager



I live in Ivybridge with my husband, two teenage boys and our springer spaniel called Millie. I started at the pre-school as a volunteer in 2005 whilst working towards my NVQ3 qualification in Early Years Care and Education, and have remained working here ever since, keeping my knowledge current by attending various courses. I enjoy being outdoors exploring and discovering our natural world so in 2012 the pre-school committee kindly supported me to attend a Level 3 Forest School Leader course at Haldon forest so we could provide the children with the benefit of an outdoor experience once a week. In my spare time I enjoy riding my horse or walking my dog over Dartmoor, watching my youngest son play rugby and my oldest son play golf.

Pippa Hill-Playleader



I live in Ugborough with my husband- we have two teenage children, one studying away at University and the other doing A level locally. I have worked at Ugborough & Bittaford Pre-School for approximately 8 years undertaking my NVQ2 and 3 in Children's Care, Learning and Development and Communication Skills since these play a crucial part in children's progress through life. I thoroughly enjoy sharing stories, songs and rhymes as well as encouraging the children to develop their communication and listening skills through a variety of activities and experiences.

One of the strengths of Ugborough & Bittaford Pre-School is our strong ethos of meeting the needs of individual children within a group context. This allows us to build secure, caring relationships where children can thrive.

Sarah Bolton-Playleader



My name is Sarah Bolton and I have lived in Ivybridge for 6 years with my husband, Mark and three daughters, Polly, Maisy and Tilly.

I have worked in childcare for 9½ years. We were living in Germany when I started volunteering at my daughters' Pre-School. Within a short time I was taken on permanently and I worked there for the next 4 years.

I have been with Ugborough & Bittaford Pre-School for 5 years, where I have undertaken and achieved my NVQ2 and 3 in Childcare, Learning and Development. I have also undertaken other courses relating to childcare such as BSL - British Sign Language - 10 week course, paediatric first aid and many others.

Two years ago I achieved a level 2 as a Playleader Assistant in Forest School and really love to see the transformation in children who I think benefit

hugely from taking part in these sessions. I have also worked as Playleader in an After School Club for 13 months.

Rachel Stephens- Playleader



Hi I'm Rachel and I am married with two young children Adam and Emma. We live on a working farm and have sheep, chickens and horses. We enjoy spending as much time as possible outdoors. My young family keep me busy and up to date with all the new Octonauts and Peppa Pig activities.

I qualified in 2013 with my NVQ3 in childcare and have been working at Ugborough and Bittaford Pre-School for over a year now. I enjoy producing arts and crafts at pre-school and encouraging the children to get involved and use their imagination. My favourite time at pre-school is Forest School as it allows the children to use their creative side in an outdoor environment.

Sarah Whitby- Playleader



Hi, I'm Sarah and I joined the Ugborough & Bittaford pre-school team in 2014. I began my primary teaching career in 1998 before taking a career break in 2005 to bring up my 3 children (definitely the hardest yet most rewarding challenge to date!). During this time I was never far away from the classroom although mostly on a voluntary basis! The opportunity of returning to early years is a very exciting one for me, my time out of the classroom has fuelled my enthusiasm in encouraging the learning needed for your children to develop and flourish. My aims professionally are to inspire young children; help them to understand and make sense of their own learning; challenge and encourage them to ask questions and working together help them to find the right answers. My family keep me very busy but when I can find the time I love to bake - especially sweet things and usually involving chocolate! Family time is very important to me, spending time at the beach is one of our favourite things we do as a family.

OUR COMMITTEE

'The Pre-School is a Committee run charitable business. This means that it is run by a group of parents who volunteer to sit on the Committee which legally has a Chair, a Treasurer, and a Secretary. The Committee meets about once a term to discuss and make decisions on all Pre-School policy, procedure, and business matters, as well as fund-raising and events such as trips out and Leavers Party. The day-to-day running of the Pre-School is managed by the Play Leaders but overseen by the Committee who have overall responsibility for the Pre-School as a business.

Parents on the Committee work very closely with staff which ensures that all points of view are represented in how the Pre-School is managed and run. Having a voluntary Chair means that there is another point of contact for parents should they have anything they wish to discuss with someone other than a member of staff. Both these things are real benefits over childcare businesses run for profit as we are not trying to maximise revenue but simply aiming to provide the Outstanding level of childcare that we are currently achieving through truly child friendly policies.

We are always keen to welcome parents to join the Committee - it is not a huge commitment timewise and it is a great way of being involved in the Pre-School experience that your child has, as well as getting to know the staff and other parents better. If you are interested in this, please do not hesitate to contact Steven Richards our Chair, or speak to a member of staff.'

KEY WORKER SYSTEM

Research has shown that outcomes for children life-long are improved with one specific adult in a childcare setting. Through parental questionnaires we hold termly 'stay and play' weeks where each parent/carer is allotted a length of time to get updates on their child's progress while observing him/her at play. Staff at Ugborough & Bittaford Pre-School would like to invite parents to come and play for a morning. We thought this would enable you to have a better understanding of your child's time with us, joining in with the fun using the large variety of resources we have available. We are sure the children will delight from this experience, being enthusiastic to show you the many different activities they can access and share with their friends during the session. This would also be an opportunity to talk with your child's key person and find out more about your child's progress and the monitoring that the staff do to ensure we provide a rich learning environment for each individual.



Our weekly timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning staff	Tania, Naomi and Sarah B	Naomi, Sarah B, Rachel and Sarah W	Tania, Naomi, Pippa and Rachel	Tania, Sarah B, Pippa and Sarah W	Tania, Naomi and Sarah W
9.00-9.30	We	welcome	the	children/	parents
9.30-10.00	Register time and play. We find out where our Pre-School toy giraffe, George, has travelled to over the weekend!	Register time and getting dressed in Forest School suits/wellies	Register time and play incorporating café-style snack	Register time and play incorporating café-style snack	Register time and play incorporating café-style snack
10.00-10.30	Our school visit, including snack	Arrive at Forest School. Snack/hot chocolate eaten ‘al fresco’	Outside play	Outside play	Outside play
10.30-11.00					
11.00-11.15					
11.15-11.30				Outside play	
11.30-11.45				Early lunch Story whilst eating	
11.45-12.00	Story/songs	Story/songs	Story/songs		Story/songs
12.00-12.30	Lunch Packed lunch	Lunch Hot lunch/ packed lunch	Lunch Hot lunch/ packed lunch	Musikgarten session with Mervyn	Lunch at school
12.45	morning children leave &afternoon children arrive				
Afternoon staff	Tania, Naomi and Sarah B	Naomi, Sarah B, Rachel and Sarah W	Tania, Naomi and Rachel	Tania, Sarah B and Sarah W	Tania and Naomi
12.45-1.00	Quiet time	Quiet time	Quiet time	Quiet time	Quiet time

1.00-2.45	Play, snack and outside play	Play, snack and outside play	Cooking session	Play, snack and outside play Use of Ugborough School facilities	Play, snack and outside play Use of Ugborough School facilities
2.45-3.00	Story/songs	Story/songs	Story/songs	Story/songs	Story/songs in school library

EARLY YEARS FOUNDATION STAGE CURRICULUM

From September 2012, like all early years settings, we are following a new curriculum for your children. This Early Years Foundation Stage curriculum runs from birth to 5 years, finishing at the end of the Reception year in primary school. Play is of course at the heart of your child's vital experiences, and it has been structured into **3 Prime Areas of Personal, Social and Emotional Development, Communication and Language and Physical Development**. Once these crucial areas are secure this is supplemented by **4 Specific Areas of Literacy, Mathematics, Understanding of the World and Expressive Arts and Design**.

One new aspect of this curriculum is the great importance with not just **what** your child is learning but **how** they are learning, which has been called '**Characteristics of Effective Learning**'. These are:

Finding out and exploring
 Playing with what they know
 Being willing to 'have a go'
 Being involved and concentrating
 Keeping trying
 Enjoying achieving what they set out to do
 Having their own ideas
 Making links
 Choosing ways to do things

We look forward to working with all the parents and carers to ensure the very best for your child in these essential years. The foundations are being laid for the rest of his/her life and we recognise the importance of having great links with their family, please tell us about anything they enjoy or have

achieved with you, and also anything they have struggled over. We in turn will do the same.

We want to promote as much information for you, your child's primary educator, in the ultimate aim of enhancing every child's opportunities. We plan from observations and information gained from yourselves about your child's interests and current passions. We follow the Early Years Foundation Stage curriculum with its overarching principles of a Unique Child.

FOREST SCHOOL

Two of our team attended recent Forest School training to benefit our rural Pre-School and enable the children to make the most of the beautiful local environment. Naomi Williams is now a qualified Forest School Leader Level 3 and Sarah Bolton completed her Level 2 Forest School Assistant course.



Forest school programmes in England developed after an exchange visit to Denmark in 1993 by a group from Bridgewater College. They witnessed the benefits of providing young children with space and time outdoors in a

woodland environment where they can have fun, thrive and learn. Forest School is a refreshing way of building children's confidence, independence and self-esteem by providing them with opportunities to explore, communicate and discover.

Our aims at Forest School

- ✧ To promote and support children's social, emotional and physical development
- ✧ Develop their understanding and appreciation for the natural world
- ✧ Provide children with time to develop skills over a minimum 6 week programme
- ✧ Enable children to succeed by presenting experiences in small achievable chunks
- ✧ Activities are planned from regular observations and are age and stage appropriate

An example of the types of activities at Forest School.

- ✧ Listening to sounds of nature
- ✧ Discovering bugs, plants and trees
- ✧ Making a forest friend and Creating a woodland pet
- ✧ Building a house for a fairy or woodland creature
- ✧ Mud play
- ✧ Concoct potions!
- ✧ Natural pictures on canvas

Clothes required for your child to participate

We will take children out in most weather conditions unless we deem it to be unsafe like very high winds, so the right clothing is essential for your child's enjoyment. We will get muddy and dirty so please provide old clothes.

- ✧ Wellington boots -clearly named
- ✧ Long trousers and long sleeved top

- ✧ Plenty of warm layers of clothing
- ✧ Spare set of clothing
- ✧ Waterproof outdoor coat (we will provide children with all in one waterproofs to wear when wet, but a sensible coat is still necessary)
- ✧ Gloves and hats in colder weather, and sun hats and apply sun cream prior to attending session on warmer sunnier days.

Health and safety and Risk

- ✧ We have carried out comprehensive "Risk assessments" for our Forest School programme including the environment and activities children can experience, and you are invited to read them prior to your child starting the Forest School programme, along with the Forest School hand book.
- ✧ The Forest School Leader, Naomi and Forest School Assistant, Sarah, have attended FS training and hold current First Aid certificates.
- ✧ We have a high adult:child ratio (1:4 or better) to support and supervise the children.
- ✧ We have clear boundaries and behaviour expectations at Forest School to keep the children safe, without removing acceptable risks that can have a positive impact on the children's development.



VISITS AND VISITORS

Local visits with high-visibility jackets to the playground, wildlife area and library at Ugborough School, also regular walks to the village facilities such as the playground and church. The Pre-School is an active part of the Ugborough community and welcomes visitors; Farmers with their animals a Lollipop Lady and even a fire engine have all added to the fun! There are also regular visits from our local Police Officer who talks to the children primarily about safety.

Activities also extend beyond the Pre-School, with events such as recent visits to Plympton Castle and Paignton Zoo. All of this is facilitated by our parents and carers with assistance from our parent-led Committee.





MUSIC MAN



We are visited weekly (Thursday) by Mervyn, our Musikgarten music specialist. We request from parents a small voluntary contribution of £1.50 if your child attends this session.

Musikgarten with Mervyn is a small company with a big reputation for excellence in holistic music education. Incorporated into our ethos is the internationally renowned Musikgarten method of teaching which embraces Montessori and Kodaly principles. At the heart of our services are a wealth of brand new educational songs and rhymes by Mervyn and Kathryn Bedford.'

Sessions nurture the whole child through developmentally appropriate activities which make a valuable, holistic contribution towards achieving the early years outcomes.

Children are different. They blossom. Musical takes its core and supports education learning.



exposed to many styles and concepts. and develop in a rich environment that themes from nature many areas of through music based

SPECIAL CELEBRATIONS

We relate where possible celebrations relevant to the children who currently attend the Pre-School. We celebrate Chinese New Year, St.Andrews, St.David'sDay, St. Patrick's Day and of course St.Georges Day, Harvest Festival, Nativity, Sports Day. We also have a Leavers' Celebration in July. Before the children progress onto school they receive a book, their Celebration File and a certificate. Please check our website for exact dates.





DROP-OFF AND PICK-UP PROCEDURES

A member of staff will open the interior hall doors at 9 am to welcome the children to the start of the session.

At drop-off time there is always a member of staff on the door to ensure that the door is locked to keep the children safe. It will be locked throughout the session but there is a bell which you can ring to gain entry.



We welcome news from home of any achievements made which can be posted on our WOW board, and is used to congratulate children on anything big or small which has made you proud. The children are then encouraged to hang their coats up (with adult support) and come and play!

We will always go outside at least twice a day so ask that your child is appropriately dressed for the weather ie. Hats/ mittens and a warm coat in cold weather, suncream and hats (we do have Pre-School sunhats too) in summer term. Staff are able to apply suncream, with a permission slip - see later in pack. On very rainy days to enable us to take the children to the field and wildlife area we have all-in-one wet weather gear and some spare wellies, but if your child can bring in their own wellington boots that would be appreciated. Please can we ask that all items are clearly labelled with your child's name, especially shoes and wellingtons.

Your child will be given a book bag when they start and books can be borrowed from the setting. Once you have enjoyed sharing the book with your child, please return it to Pre-School and you or a member of staff can help your child choose a new book to bring home.

We are always available to talk about any concerns but due to the hall being used by others at the end of each session, any lengthy chats are easier at drop-off time. Feel free though to make an appointment if more convenient.

When your child starts you will be required to complete the forms contained in this pack. Details of policies and procedures are available to read in our Operational Plan, just ask a member of staff.

2Together funding

We accept children for the 2together Devon funding, which will give 15 hours of free childcare from the term following the child's 2nd birthday. To find out if you are eligible for this please phone the Devon helpline on 0845 155 1019, with your National Insurance Number and child's details to hand.

FEES POLICY FOR UGBOROUGH AND BITTAFORD PRE-SCHOOL

We offer competitive hourly rates:

£3.80 Hourly rate for all children.

RE: Government Funded Sessions:

Children aged 3 are entitled to 15 hours of Early Years Entitlement Funding a week, the term after their 3rd birthday, for 38 weeks a year. The total of sessions attended can be anything up to 15 hours. The total government funded sessions must be rounded to a half hourly or hourly sum per week. (eg 13 1/2 hours can be fully claimed, but 13 1/4 hours would result in a 95p charge payable by parents or carers per week). Vouchers can be claimed from a maximum of 2 early years settings. child care establishment. The maximum of hours claimed over 2 days is 12.5 hours, so your child would have to attend for 3 days to claim his/her maximum entitlement. The minimum number of hours in one day is 2.5 hours so your child will need to attend 3 days in order to claim their full entitlement.

Musikgarten Fee

An additional fee of £1.50 per week is added to children's bills who attend on a Thursday and join in the Musikgarten session. This session is part subsidised by the Pre-School Committee. This fee is voluntary, although we hope people will agree the benefit of this specialised music and movement to their child's education to contributing to these sessions.

Late Pick Up

A late pick-up fee of £5 per 5 minutes will be made at the discretion of the Committee, as two members of staff will have to remain and accompany your child while they wait for collection. We understand that delays do sometimes happen and will endeavour to be fair in the way late pick up fees are applied. If you know you are not going to manage to pick up on time, please contact the Pre-School staff as soon as possible.

Sickness and holidays

We fully support parents/carers who wish to take children out of Pre-School for holidays, however sessions missed for sickness or holidays will still need to be paid for.

Cancelling a child's place

If a child's place is no longer required at the Pre-School, then we ask that a minimum of four weeks' notice is given.

Fees Policy Written by Sara Hooper (chair) and Tania Barretto (staff)

Fees Policy agreed by Committee: 06/02/2012

HEALTHY SETTING

Our healthy Leap into Life physical sessions are complimented by healthy snacks and weekly cooking activities.

Your child will be offered a wide range of fruit and crackers/toast with a choice of milk or water.

The children bring packed lunches which they eat between 12.00 and 12.45. and on Tuesdays and Wednesdays you have the option to purchase a voucher for a hot school meal from Ugborough Primary School office, and on Friday all the children visit the school dining hall for their lunch, a hot lunch option is available then too.

To follow our Healthy Eating policy we would ask that no chocolate or sweets are included. It is also important that you can avoid nut products such as peanut butter due to any potential allergies. We thank you for your understanding.

To keep the contents chilled we would ask you to include a freezer pack as we do not have the room to refrigerate all the packed lunches. We can cater for all common food requirements, just speak to a member of staff.

SETTLING-IN AND POTTY TRAINING

Parents are obviously welcome to stay for however long it takes your child to settle. In our experience our warm friendly environment results in a quick settling-in period. If your child has a comforter or favourite toy we welcome this as the home-school link is so vital to a child's emotional well-being. When you feel your child is ready to start potty training, we work together to try and make it easy and comfortable for each individual child.

If your child is unwell, see below a short list of common ailments, please phone Pre-School if unsure if your child can attend.

Disease	Usual Incubation Period (days)	Infectious Period (days)	Minimum period of exclusion of patients from school, day nursery, playgroup, etc.	Exclusion of family contacts who attend playgroup, day nursery or school
Chickenpox	13-21	From 1-2 days before, to 5 days after appearance of rash	5 days from onset of rash	None
Colds /Flu	1-3 days	while symptoms persist	while child unwell	None
Conjunctivitis	2-3 days	during active infection (with pus and crusting)	Single cases: if child is well no exclusion necessary	None
Fifth Disease (Slapped Cheek)	4-20	1 week+ before the rash develops	Until clinically well. Presence of rash does not indicate infectivity	None
Food Poisoning (including salmonellosis and shigella sonnei but not E coli 0157- seek further advice)	Varies according to cause	Varies according to cause- usually whilst symptomatic (may need to consult CCDC)	Until clinically fit with no diarrhoea or vomiting for 24 hours (48 hours for everyone or unable to maintain good personal hygiene, and during outbreaks)	None
German Measles (Rubella)	14-21	From 7 days before to 5 days after onset of rash	5 days from appearance of rash	None. If pregnant woman is in contact, she should consult GP.
Head and Body Lice	eggs hatch in 1 week	as long as live lice or eggs	None: treatment should be started on day head lice found. No need to send child home	None. Others affected in household should be treated at same time
Impetigo/ Erysipelas	Impetigo: 4-10 days Erysipelas: 1-3 days	as long as lesions are wet and pus is present	until lesions are crusted or healed	None
Measles	7-14 days	From a few days before to 5 days after onset of rash	5 days from onset of rash	None

TRANSITION TO PRIMARY SCHOOL



Devon has a Single Offer Point each September. Online applications are received between November and January (see Devon Schools Admission Online website) and school allocation day is in April. Higher priority is achieved through having a Special Educational Need, having a sibling in the School and living in the catchment area. Once the School has been allocated you have an opportunity to delay your child by one or two terms if you feel your child is not ready. If your child is born between the 28th February and the 31st August you have the option of doing part-time hours.

POLICIES

We have an Operational Plan with the following policies:

Children's rights and entitlements

Confidentiality and client access to records

Employment and staffing

Making a complaint

Managing children with allergies or who are sick or infectious

Parental involvement

Safeguarding children and child protection

Valuing diversity and promoting equality

Food and drink

Parents are welcome to view all our policies, a copy of which can be found at the pre-school website: www.ugboroughandbittafordpre-school.org.uk/

Further information will be also found on our weekly bulletin, which we e-mail to all our parents, paper copies are available too.

OFSTED REPORT:

Ugborough and Bittaford Pre-School

Inspection report for early years provision

Unique reference number

106274

Inspection date

07/03/2011

Inspector

Leoarna Mathias

Setting address

Ugborough Village Hall, The Square, Ugborough,
Ivybridge, Devon, PL21 0NT
07763 215455

Telephone number

Email

Type of setting

Childcare on non-domestic premises

Description of the setting

Ugborough and Bittaford Pre-School (formerly Ugborough Under Fives) opened in 1994. It is held in the main room of the Village Hall. The group use the playground of the neighbouring primary school for outside play. Children attend from the local community and surrounding areas. The group is registered on the Early Years Register and may care for no more than twenty children at any one time. The group is open Monday, Tuesday, Thursday and Friday from 9.00am to 12:45pm, and on Wednesdays from 9.00am until 2.00pm. On Mondays children preparing to begin school receive extra support, which includes visits to the reception class in Ugborough Primary School. At present there are 22 children enrolled, all of whom are in the early years age group. Children with special educational needs and/or disabilities and English as an additional language can be supported. The group is run by a voluntary committee, and currently employs four staff; one holds Early Years Professional Status, a further two hold a level three qualification and the remaining member is working towards a level three qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The particularly able staff team and enthusiastic voluntary committee have worked very hard to create a delightful learning environment for the children in their community. Children are fully engaged throughout the session, as planning for activities carefully tracks their individual interests and capabilities, and adults are highly skilled at entering into children's worlds and extending their play in meaningful ways. A strong vision for the future of the group is held by all, and the ongoing professional development of the whole team is very much promoted through training and other measures. There are close working relationships with the families of cared-for children, and genuine partnerships with other providers and outside professionals so that children enjoy high levels of continuity of care, and any particular needs are quickly met.

What steps need to be taken to improve provision further? To further improve the high quality early years provision the registered person should consider: exploring further ways to record and use reflections on adult practice to the benefit of children

The effectiveness of leadership and management of the early years provision

Strong policies and procedures underpin the practice of the group in regard to their safeguarding responsibilities. Risk assessments are thorough and are regularly reviewed, as the team work closely with the village hall committee to ensure all aspects of safety are maintained. Staff supervise children closely at all times, and employ good strategies for managing safety as children walk to the local school or post office, for example. Staff also carry out their child protection responsibilities very well, ensuring that they attend regular, detailed update training and follow through any concerns with all relevant outside agencies. The group benefits from both

a settled, well-qualified and motivated staff team and an enthusiastic and dynamic committee. All hold a clear vision for the pre-school, and are ambitious for the future, for example, with plans to extend opening hours and construct a new building. All adults involved in the group possess strong skills of self-evaluation, which are used to compile an ongoing action plan which is implemented promptly, bringing further benefits to children. For example, recent plans to improve the display of children's work have been actioned, thus allowing children further opportunities to take pride in, and reflect upon the learning within, recent pieces of work. At the same time, adults acknowledge that their systems for recording and using their reflections upon their own practice sometimes lack formality, recognising how changes to this process may bring further dividends to their charges. Appraisals are meaningful and regular, allowing staff to highlight training needs, which are then met in full. Staff are then able to share their learning amongst the team, so that children benefit continuously from the developing skills of their carers. For example, a recent opportunity to develop knowledge of schemas at the Pen Green Nursery allowed one staff member to illicit changes upon her return, across the staff team, that have enriched the children's play and learning experiences. Parents enjoy excellent relationships with the staff caring for their children. They access detailed written and verbal feedback about how their child is progressing, as well as regular open days that provide extended opportunities to discuss their child's development, and to gain insight into how the group is run. They also respond to regular questionnaires about their satisfaction levels, the content of which is used to inform the ongoing action plans of the group. Beyond this, parents are encouraged to share children's achievements in the home on the group's 'Wow' board, further boosting children's self esteem and enabling parents to recognise their role in child's education. The staff team are similarly skilled at forging strong working partnerships with a range of outside professionals and with the neighbouring school in order to ensure that the full range of children's needs are met.

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

Children are making very good progress towards the early learning goals in all six areas of learning. Aably supported by a skilled and focused team of adults, children make the most of every learning opportunity and are frequently to be found concentrating for significant periods of time on their chosen activities, co-operating fully with their peers, and demonstrating genuine enjoyment of their learning. They are developing strong vocabularies, and delight in using books independently and as a group at story time, showing familiarity with a range of age appropriate stories, such as The Gruffalo. They are quickly learning to recognise their own names and other simple words in print, through the well-planned self-register as they arrive, the daily snack menu, and at other times throughout the session. They communicate well throughout their play, using language to share their thinking and their imaginative input, for example, as they talk about the cars they have made for superheroes to drive or the animals found in the rainforest. Number recognition and counting are routinely built into many parts of the session, and as such children are confident in their use. They count themselves at circle time, identify printed numbers correctly and can solve problems, for example, observing that they don't have enough fingers and thumbs to count up to fifteen. Children have frequent opportunities to learn about the world around them, using interesting equipment such as binoculars, cameras and weighing scales, as well as making purposeful use of information technology equipment that uses programs that promote their understanding across a number of areas of learning. Children also develop a sensitive awareness of other cultures, learning simple words from other languages, and celebrating the festivals of other societies as well as their own. An excellent range of resources enables children to give full flight to their imaginations as they play, and as adults are very familiar with each child's interests, they can organise resources so as to engage every child fully. Large blocks are used for many purposes, role play areas encourage extended periods of imaginative play and there are frequent opportunities to paint, draw and make across the week.

Children relish opportunities to sing songs and recite nursery rhymes, showing familiarity with a broad range of traditional and contemporary songs and verses. Exploring sounds and noise with heuristic play items, such as pots and pans, is also encouraged. Similarly, children have regular opportunities to explore colour texture and taste through innovative activities, such as making 'scrambled snake' (scrambled eggs) on a camp fire stove, trying a range of Chinese foods and recording their preferences, and talking about the colours one might see in the rainforest.

Adults are very skilled at entering into children's worlds and effectively promoting their development, across the areas of learning, throughout the session. They bring their considerable training and knowledge to bear at all times, for example, by building on their detailed observations of what children do and targeting their support for them during free play. For example, one child brings in a toy rabbit, and this prompts adults to provide the farmyard with different types of animal 'homes', and delightful discussions ensue. Assessment and observation of each child at the setting is thorough and regular, and this vital information is used to excellent effect as adults plan future activities that are tailored to enable each child to make further progress. Beyond this, the team share information about their key children with each other during weekly email discussions and very regular

meetings, thus ensuring that all adults in the setting are aware of every child's current areas of interest or particular challenges. During these exchanges adults also reflect on their own input, seeking feedback from their colleagues so as to contribute the clear cycle of continuous improvement that defines the group's ethos. Creating an inclusive setting a clear priority for the staff team. They have overcome the limitations of a shared use building to create a learning environment that enables all to fully participate. Staff are skilled at supporting children with any emerging Special Educational Needs and / or physical disabilities, completing regular training in this area. Staff also employ strategies that enable children to give of their best, and thus incidents of challenging behaviour are rare and sensitively managed. As a result, children are free to concentrate on their skills development and learning through meaningful play, and are further supported in this as they attend regular sessions with the Foundation Stage class of the neighbouring school, which in turn smoothes their transition to school in a most effective way. Documentation which underpins the maintenance of children's good health is kept in very good order, and high levels of hygiene are promoted throughout the setting. Children know how to wash their hands after toileting, and why this matters. Well planned and managed snack times allow children to be involved in the preparation of their own food, talking about what is healthy as they do so. They are also learning to manage their own safety and welfare, encouraged as they are to think about what clothes they need to put on for outside play, how to walk safely from the group to the school, and learning about keeping safe from relevant visitors to the group, such as community police officers or fire service men and women. They also participate in daily risk assessments for the group within the building, and can identify emergency exits and hazards that need remedying, as a result.