



## Altarnun Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY301846
<b>Inspection date</b>	10 May 2006
<b>Inspector</b>	Sarah Jane Wignall
<b>Setting Address</b>	C/O Altarnun C.P. School, Five Lanes, Launceston, Cornwall, PL15 7AZ
<b>Telephone number</b>	01208 77483
<b>E-mail</b>	
<b>Registered person</b>	Altarnun Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Altarnun Pre-School is a committee run group. It opened in 2005 and operates from 1 room in Altarnun county primary school. It is situated in the village of Five Lanes. A maximum of 10 children may attend the pre-school at any one time. The pre-school is open on a Monday, Tuesday, Wednesday and Thursday from 13.00 until 15.30 during term times only. All children share access to a secure enclosed play area.

There are currently 19 children from 2 to 4 years on roll. Of these 15 children receive

funding for nursery education. Children come from the local area.

The pre-school employs two staff. Both staff members have early years qualifications to National Vocational Qualifications (NVQ) level 2 or 3. One staff member is currently working towards a level 3 qualification. The setting receives support from an advisory teacher from Family Services. They are members of the Pre-School Learning Alliance (PLA).

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children benefit from being cared for in a bright and clean playroom. They learn about health and hygiene through established daily routines such as washing hands after toileting and before eating. Due to the current location of the toilet facilities they share a communal hand washing bowl while in the playroom. Staff follow appropriate procedures when preparing tables for snack time and keeping the kitchen area clean. Children are protected from the dangers of the sun as consents to apply sun cream are in place and children are encouraged to wear hats and play in the shade during hot weather. Both staff members hold current first aid certificates and keep adequate records when children have an accident.

Children benefit from daily access to a healthy and varied range of mid day snacks. Items provided include fresh fruit and vegetables, cheese and savoury snacks. Children have easy access to labelled water bottles throughout the session and staff actively encourage children to drink regularly, particularly during physical exercise. Information about special diets and allergies are discussed and recorded.

Children enjoy daily access to a good sized outdoor play area. They gain co-ordination and control of large muscles as they pedal and push on bikes. Children are confident as they throw and catch balls, and some children can kick balls with the correct amount of speed and precision. Children gain fine muscle control as they use a range of one handed tools such as pencils, paintbrushes and small trowels. Children benefit from access to school equipment such as large climbing equipment where they climb and balance on different sized surfaces. Children enjoy moving and dancing to music tapes as they follow instructions to skip, jump and hop.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children benefit from being cared for in a secure environment. Entrance doors to both the school and playroom are locked, ensuring children's safety and security. Staff undertake daily risk assessment checklists to ensure all areas of the setting are safe and secure. Staff take action to minimise hazards to children through the use of equipment such as socket covers and covered heaters. Hazardous items in the kitchen area are generally stored out of children's reach. Fire drills are infrequent and limited information is recorded. Children learn the importance of keeping safe as they

hold hands and walk nicely as they go outside to play or visit the toilets in the school building. Staff supervise children well both inside and out.

Children have access to a suitable range of age appropriate resources that are generally new and in good condition. Staff check the ongoing safety and suitability of items as they are put out each day. Young children are protected from small and dangerous items as these are stored securely when young children are present. The playroom is well laid out, allowing children to move comfortably and safely within it. Resources are appropriately stored in labelled containers and units. Staff check the safety of fixed climbing equipment before children's use and they ensure children are well supervised when using it.

Children are protected by the staff's awareness of child protection procedures. Staff work closely as a team and discuss and share any concerns. There is an adequate written policy in place and staff are aware of agencies to contact if concerned about a child at the setting.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy and settled at the pre-school. They enter confidently and quickly settle to activities. Sessions are appropriately organised with a suitable balance between adult led and child initiated activities. Young children are well included in the setting and have access to all available activities. They are well supported in their play and have their needs for sleep and rest promptly met. Staff have recently attended training in the Birth to three matters framework and are planning to use this to plan for younger children as numbers increase. Children have good relationships with staff and each other and they readily ask for help for instance when using the computer.

### **Nursery Education**

The quality of teaching and children's learning are satisfactory. Staff have a sound awareness of how children learn and they plan an interesting and practical range of age appropriate activities. Staff make use of long, medium and short term planning to help guide sessions and set learning intentions. Observations and assessments are completed, but staff do not set individual targets for development making it difficult for them to plan for the next steps in learning.

Children are gaining some independence as they put on aprons before craft activities and make choices about their play. Children are confident speakers. They readily bring books they have made and discuss family members and pictures of home. They enjoy listening to stories during group story time and join in with the familiar text. Children increase their vocabulary as staff introduce new words such as trowel and compost as children plant sunflower seeds. Children enjoy making marks and drawing. Older children are encouraged to write their name when labelling work. Children do not have sufficient opportunities to consolidate their understanding of sounds and letters.

Children learn the concept of less than as they take one away when counting items on a tray. They learn about quantity as they skilfully fill containers with soil when planting seeds. Children learn to count as they count out the number of cars going into the garage, and the number of seeds they are planting. Children learn about shape and size as they select the correct sized blocks to balance on a tower and correctly name shapes such as triangle and square. Children learn about technology as they use the mouse to navigate around a simple computer programme and play with the till and phone in role play. Children learn about time as they observe changes to tadpoles as they grow and seeds growing into plants.

Children are gaining an awareness of colour as they recognise different colours when painting and drawing and they talk about changes when colours are mixed. Children use their imagination when playing vets in role play as they write lists to make animals better. Children enjoy moving to music. They correctly follow instructions to move in certain ways as they dance around the playroom. Children have some opportunities to use different materials such as dough and junk for modelling. Overall children make satisfactory progress in most areas of learning.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children benefit from being cared for in a small setting where consistent staff have a good understanding of their individual needs. Staff offer effective support and encouragement as they encourage shy and reluctant children to join in with activities. Younger children have their needs for sleep and rest promptly met. Staff offer a flexible approach to sessions where children are encouraged to join in, and their individual interests are followed. Children learn about the local community as they visit the local church and occasionally join in with school assemblies. They have some opportunities to learn about the wider world as they play with dolls, puzzles and games. Children learn about animals and their habitats as they observe changes to tadpoles, and worms in the wormery.

Children behave well. Staff manage behaviour in a calm and consistent way. They use lots of verbal praise and encouragement to reward achievement and raise self esteem. Children receive verbal praise when they successfully plant sunflower seeds and complete pictures and paintings. Sessions follow a set routine increasing children's confidence and expectations for behaviour. Children are given responsibility and are expected to help with tidy up time and to set the table for snack. Children learn the importance of good manners as they sing a please and thank you song before snack, and they learn to take turns while waiting for a go on the bikes.

The partnership with parents and carers is satisfactory. Parents are provided with a detailed welcome pack on entry which outlines many aspects of the pre-school and makes reference to the Foundation Stage curriculum. Regular newsletters and a parents notice board are used to inform parents of ongoing topics and information. Recently introduced parents evenings are used to share assessment records and discuss achievements. There is no system in place to assess children's attainment

on entry to the setting, making it difficult to adequately plan for their needs. The registered person has not updated the complaints procedure in line with recent changes to legislation. The pre-school fosters children's spiritual, moral, social and cultural development.

### **Organisation**

The organisation is satisfactory.

Children benefit from being cared for in a suitably organised setting, where consistent staff work well together. Both staff members are committed to the group and keen to improve and develop the provision. Staff hold appropriate qualifications and attend short courses to keep updated. Staff are deployed appropriately during the session and both show a good awareness of their roles and responsibilities. Children have access to sufficient indoor play space, which is organised appropriately. The current location of toilet facilities means some disruption to sessions. Children have access to the outdoor environment on a planned basis. The registered person has not updated the recruitment procedure in line with recent changes to legislation.

The leadership and management of the pre-school are satisfactory. The setting is managed by a voluntary management committee made up of parents and some school staff. Staff have a good relationship with the committee who are supportive. The setting is lead on a day to day basis by the two staff members, who are keen to improve aspects of the group such as the location of toilet facilities and provision of additional storage space. Termly staff appraisals are used to identify training and other issues. Regular meetings with committee help to address fundraising, and other operational aspects of the group. Staff make good use of advice from outside agencies to help them focus on areas of improvement in the delivery of the curriculum. Overall, the setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since 1st April 2004.

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve fire safety by increasing frequency of fire drills and keeping detailed records in a fire log
- develop the use of a complaints log, to maintain a written record of complaints, the action taken and the outcome of any investigation which is shared with parents
- make sure robust procedures are in place to appoint and vet staff and to ensure their ongoing suitability, in line with recent changes to legislation.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- establish a system to assess children's attainment on entry to the setting, in partnership with parents
- use information from parents and observation and assessment records to set individual targets for development
- use daily routines and group times to reinforce children's understanding of sounds and letters.

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