



Trelowan Pre-School

Inspection report for early years provision

Unique Reference Number	EY249233
Inspection date	16 February 2007
Inspector	Heather Tanswell
Setting Address	Treverbyn Rise, Penryn, Cornwall, TR10 8RA
Telephone number	01326 378377
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Registered person	Trelowan Pre-School
Type of inspection	Integrated
Type of care	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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Trelowan Pre-School is a well-established group that has operated from a variety of settings. It currently operates from its own dedicated building in the grounds of Penryn Infants School and Nursery, in the town of Penryn, in Cornwall. The pre-school serves the local area and surrounding villages. A maximum of 24 children may attend at any one time. The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 and 12:30 until 15:00. All children share access to a secure, enclosed outdoor play area.

There are currently 46 children from two to five years on roll. Of these, 19 children receive funding for early education. The setting does not currently support children with learning disabilities and/or difficulties, or who speak English as an additional language.

The pre-school employs four full-time and two part-time staff to work with the children. Four of the staff have early year's qualifications to NVQ Level 2 or 3. Two are working towards a qualification. The setting receives support from a qualified teacher from Family Services and from The Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play and eat in a clean and hygienic environment. They are effectively protected from cross-infection as staff implement their health and hygiene procedures. Particular attention is taken to keeping the toilet area clean. Children's drawings and pictures displayed by the hand basins remind children to follow good personal hygiene routines. Children wash their hands thoroughly after using the lavatory, playing outside and before eating. Children play happily on the clean floor, as they remove their outdoor shoes in favour of slippers when entering the setting. They are protected from each other's illness as sick and infectious children are asked not to attend following relevant advice documents. Children receive appropriate care when taken ill or have an accident. All staff are trained in paediatric first aid and systems are in place to seek medical advice and inform parents.

Children thrive on the healthy snacks provided in suitable quantities to meet their growing needs, prepared on site. However, the temperature of the fridge is not monitored daily to meet food hygiene regulations. Staff ensure children eat when they are hungry. A healthy snack of fresh fruit segments is readily available shortly after their arrival to give children energy. Snacks vary each day and include bread, fresh fruits such as strawberries, plums and kiwi, accompanied by milk or fresh water. Children access drinks whenever they want them, which ensures they stay hydrated in all weathers and after exercise.

Children take part in dynamic and vigorous daily exercise to develop their physical skills and strength. Excellent use of the outdoor environment means that children enjoy playing and learning out in the fresh air each day, weather permitting. They go out on a 'dinosaur hunt' where they use all their physical skills combined with their imagination to 'battle though the snow and climb mountains'. They take part in stimulating and enjoyable music and dance sessions. Warm up exercises are made more stimulating as they are linked to visual images, for example, being curled up and still becomes 'beans on toast' and stretching high 'a giant bean stalk'. These purposeful exercises enable children to maximise the control they have over their movements, increase their bodily awareness, and physical strength. Children learn how to manage speed and direction as they ride about on bikes. They play well-organised, animated games alongside staff, enjoy running, climbing over, going under, balancing, bouncing, and climbing.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children receive a hearty welcome into the bright, well-laid out, busy environment with its colourful displays of children's work and photographs of them at work and play. Children safely

access a very wide range of good quality resources made readily available to them from low-level, labelled drawers, shelves and cupboards.

Children stay safe and secure because staff follow rigorous safety procedures. Staff monitor access to the premises. Locked doors ensure no one can enter unnoticed or unchallenged. Risk of accidental injury is minimised because staff follow and regularly review stringent safety measures and procedures. All areas are checked before children arrive each day. Care is taken to release children only into the care of those listed in signed agreements with parents. Children also learn how to keep themselves safe when using sharp tools such as scissors and as they help clear a space for indoor physical play, closely supervised by staff who encourage their independence.

Children are safeguarded from harm because staff implement the settings child protection policy. Staff have a very good understanding of the procedures and re-read the policies routinely to remind them of their responsibilities. Their knowledge and experience is underpinned through recently updated training, relevant documentation and advice leaflets.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are settled and extremely happy learning through play. Children of all ages spend their time exploring and investigating stimulating, challenging and worthwhile new experiences. They benefit from being well cared for by staff who use their excellent understanding of the Birth to three matters framework and the Curriculum guidance for the foundation stage to plan an extensive range of activities linked to a central theme that appeals to children's imagination and extends their learning. For example, as part of a theme based on dinosaurs, children learn how to manipulate features of a model dinosaur using a remote control device and use reference books to find out how dinosaurs lived, what they ate and how they died out. Children successfully extend their vocabulary and understanding as staff model and explain new words such as herbivore and extinct, which children use later in the correct context in their role-play. Staff and children's relevant use of sign language, for example in naming types of fruit, as part of daily routines and everyday play, actively contributes to and supports children's communication and language development.

Nursery Education

The quality of teaching and learning is outstanding. Staff have a keen knowledge and understanding of how young children learn through play and experiences that suit their learning styles and interests. They expertly plan and provide a wide variety of play experiences based on the six areas of learning where children have extensive opportunities to explore in their own time. Staff use their shared, robust knowledge of the children's needs to influence the way they work with individual children and adapt activities and their use of language to suit their needs. They use a variety of teaching methods that apply especially well to very young children. Their use of story telling and group activity sessions, where they actively bring characters in books and puppets alive through gesture, voice intonation and facial expressions captivates children's interest and imagination. As a result, children share in the delights of a favourite text, learn to concentrate, behave impeccably in large group activities, and develop a great

love of the use of language. The accommodation is very well laid out for independent play and learning with resources properly labelled in accessible storage units. The high adult to child ratio ensures staff have plenty of time to observe the children, write up their observations, analyse, and share their findings with the rest of the team. Their respect for children is demonstrated in how much they value children's opinions of their achievements and use them to influence the records of learning recorded in the 'Smile File'. Staff help children plan their own learning by introducing the following week's topic, before they leave at the end of the day. This encourages children to make links with learning at home by talking to their parents so they can find out more on a topic, and be fully prepared to take part in the next week's activity.

Children are imaginative and play a dynamic role in their learning. They offer up their own ideas and respond to challenging questions by searching out and using resources imaginatively. For example, in preparation for going on a dinosaur hunt children dress as police officers, use a magnifying glass to search for clues, and radio for assistance to a passing helicopter pilot. Children join in with relevant questions and comments, showing they know how to wait their turn in conversations. Relationships are friendly and caring. Children show great concern and empathy for staff and other children. Children demonstrate how well they have understood concepts such as the use of numbers and mark making by practising its use in role-play. They write shopping lists, make decisions about what food they have and do not have on the menu, and add up how much it will cost. Children recognise numerals and accurately use numbers to count beyond ten as mathematics is part of planned activities and daily routines. Children know and understand how to use mathematical language. They predict how many prawn crackers are in a bowl, how many plates and cups they need at snack time, add up, and take away.

Children show high levels of self-control and consideration for others. Without being asked they take their turn then pass on the remote control so that can all have a go. They are confident users of computers and show wonder at the visual effects of colour in the paint packages they use independently or with support. The excellent use of visual aids, such as X-rays, and the articulation of a drawing around a member of staff, helps children understand the bone structure in animals and humans. Children devise new ways of using equipment and tools. They make recognisable models, paint colourful pictures and collages using a range of media and tools. Children are independent learners, taking the time they need to explore using all their senses, supported by staff who instinctively know when to step in to assist learning and when to leave children to practise and refine their skills.

Helping children make a positive contribution

The provision is good.

Children are extremely happy and settle quickly to play. They take enthusiastic part in activities that help them feel part of their own and the wider community they live in. Visits from grandparents, fire officers and the ambulance service help children understand the important roles people play in their lives. Children explore cultural similarities and differences by celebrating festivals throughout the year. For example, they make Valentine cards to take home to loved ones of their choice and learn how to use chopsticks as part of their celebration of the Chinese New Year. The setting is fully accessible to a range of needs. The imaginative use of puppets

inspires children to learn and use sign language in large group activities and self-initiated role-play. This provides them with the skills necessary to welcome and include people with disabilities into their lives.

Children are confident in the relaxed atmosphere and behave extremely well. Consistent expectations and careful monitoring of free play ensures children abide by the rules of the setting and grow in social competence and self-esteem. Children are well mannered, help each other carry heavy objects at tidy up time, and independent. Social, moral, spiritual and cultural development is fostered.

Partnership with parents and carers is outstanding. They receive very detailed and high quality, relevant information in the well-written prospectus. Important detail about children's care needs, interests and personal information is pro-actively sought and recorded by staff, on enrolment and through settling in visits. The information they gather is used highly effectively to plan worthwhile experiences for every child. Regular newsletters, notices and daily informal feedback keeps parents fully up-to-date with their child's activities, and well-being. Meetings to share and celebrate children's achievements are highly valued by parents. These private discussions ensure parents continue to play an important part in their child's education, daily routines and become accustomed to the terminology used in early years care and education. Important documents like the Birth to three matters framework are available on loan for parents to study in their own time. Planning is displayed by the entrance door to keep parents informed about activities and themes. Parents who wish to, play an active part in sessions encouraged by staff, but this is not compulsory. The strong professional relationship that develops as a result of this meaningful partnership between staff and parents significantly influences the children's happiness and progress.

Organisation

The organisation is good.

Children are well cared for by a consistent team of suitably qualified, experienced staff. They work highly effectively as a team, sharing relevant information and ideas to support the planning of activities that appeal to the children's sense of fun and personal interest. Staff update their knowledge and skills by attending short courses such as sign language, child protection, health and safety, and curriculum topics for all ages. The comprehensive operational plan contains clear, well-written policies and procedures that are routinely updated to ensure they meet current regulations. Staff work directly with children spending most of the time involved in play. Key workers make good use of settling in procedures and their assessments of children to identify the interests and learning styles of each child. Ratios are well met at all times, which helps children feel safe and secure and to develop supportive relationships.

Leadership and management are outstanding. An animated and enthusiastic team work well together to provide a vibrant and stimulating learning environment for all children. Staff set aside time every day to reflect constructively on children's achievements, discuss planning and ideas for improvement. Staff at all levels carry out self-evaluations of their own practice and the effectiveness of the provision in meeting the needs of children. Teaching methods take full account of the diverse learning styles of children. Senior staff are proactive, identifying areas for improvement in addition to working very successfully with professional support to

devise and implement action plans. As a result, all staff delight in challenges and are highly motivated to succeed and progress in their work to improve the outcomes for all children, which are outstanding. The setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider agreed to; ensure the procedure for the playgroup complies with local Area Child Protection Committee (ACPC) procedures, includes procedures to follow if a member of staff is accused of abusing a child and is based on the guidance laid out in the government booklet "What to do if you're worried a child is being abused"; make available to parents a written statement that provides details of the procedure to be followed if they have a complaint, including Ofsted's contact address and telephone number; make information available to committee members and volunteer helpers about their roles and responsibilities; provide a procedure to follow if a child falls ill whilst attending the setting, and provide all staff with job descriptions and introduce a system of induction training for new staff and a performance appraisal system for existing staff.

The setting has now updated all its policies and procedures to meet current regulations. Committee members and volunteer helpers receive detailed information about their current roles and responsibilities. All staff now have suitable job descriptions and undergo detailed induction training

At the last nursery education inspection the provider agreed to; improve the staff's knowledge of the stepping-stones towards the early learning goals. Use this improved knowledge to plan and present learning opportunities, with appropriate intervention, that are challenging to children and engage them in the learning process; plan more effectively to ensure activities and daily routines are used to keep children well occupied and interested in their play and learning throughout the session, and develop and use systems to monitor the quality of the provision.

The setting has ensured staff attend regular training to improve their knowledge and skills about the stepping-stones, and how young children learn through appropriately challenging learning opportunities. They now fully engage the children in the assessment and learning process. Activities are now better planned to maintain children's interest. Assessments are now used routinely to identify strengths and weakness that has led to the outstanding improvement in the outcomes for children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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

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

The quality and standards of the nursery education are outstanding.

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):

- record the temperature of the fridge to ensure food hygiene regulations are met.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk