



# Tywardreath Pre-School Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	102886
<b>Inspection date</b>	17 January 2007
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<b>Registered person</b>	Tywardreath Pre-school Playgroup
<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?

Tywardreath Pre-School is a committee run group. It opened in 1962 and operates from one room in the old town hall. It is situated in the village of Tywardreath. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open Monday to Friday from 09.15 until 11.45, and on Fridays an afternoon session is offered from 13.00 until 15.30. Sessions are available during term times only. All children share access to a secure enclosed play area.

There are currently 20 children, aged from two to four years on roll. Of these, four children are aged two years, the remaining children all receive funding for nursery education. Children come from the local area.

The pre-school employs four members of staff, of whom two have early years qualifications at level 2 or 3. One staff member is currently working towards a level 3 qualification. The setting

receives support from the Local Authority Family Services. They are also members of the Pre-school Learning Alliance (PLA).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in an appropriately clean and welcoming environment. Staff ensure that the room is well prepared and are vigilant in maintaining standards. Children are learning how to keep themselves healthy and wash their hands independently before eating and after messy play. Suitable systems are in place to care for children appropriately in the event of an accident, with documentation correctly maintained and countersigned by parents. However, only one member of staff has attended the recognised paediatric first aid training course, which only meets the minimal requirement. At present staff do not consistently record details of children who arrive at the setting with existing injuries.

Children are offered a good range of wholesome foods including fruits and savoury foods that provides them with a substantial snack, which is varied and develops children's tastes. They readily tuck in to the warm crumpets with toppings such as cheese or jam, or the slices of apple. Snack is varied each day and may include crackers and cheese, soup or sandwiches which the children make and fill themselves. Children are involved in making decisions on the snacks for the following week. They discussed and considered a variety of foods and make a shopping list of ingredients which will be required. Children are offered fruit juices, milk or water to drink at snack time, keeping children well hydrated. Snack is a social time where children, sit together, recognise their names, and count for practical purposes. However, some children often sit and wait for a long time for everyone to finish washing their hands and sit down. This results in children becoming disruptive and impatient. Plates are not used which results in children eating their food from the table.

Children have regular opportunities to help each other put on their coats and go outside to play. They have access to a well resourced, secure area. The equipment is suitable to help all ages of children climb, balance, pedal and develop their co-ordination. Staff are very attentive and suggest play ideas to the children, such as games or directing the scooters and tricycles around the marked road to prevent traffic jams and develop co-operation.

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

The provision is satisfactory.

Children are cared for in a welcoming and child orientated environment which is generally safe and secure. The room is organised to ensure that children can access toys and resources easily and move around safely. Toys and equipment are checked regularly when staff set up the room, removing any damaged equipment. Children are able to use the secure garden area regularly. Members of the group have recently attempted to clear the area from hazardous plants, however some ivy is still present and is accessible to children. Although staff pay attention to children's safety there is a lax attitude to regularly completing formal risk assessments and the daily checks of equipment and premises. For example, there has not been a review of the written

risk assessment and some of the safety and electrical equipment has not been checked to ensure it is safe to use.

There are systems in place to record the attendance of children and adults during the session. However, it is not comprehensive and does not always include details of times of arrival and departure. This means it may not be possible to identify an accurate record of who is on the premises at a particular time. Staff raise children's understanding of staying safe by reminding children to be careful, and not to run indoors.

Children's welfare is further protected by staff's satisfactory understanding of child protection procedures. Staff recognise their individual responsibility in reporting any concerns to the appropriate person and authority. However, the setting do not have a clear system for staff to record any concerns or ongoing issues over children's well-being.

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

The provision is satisfactory.

Children clearly enjoy attending the setting and are happy and content to stay, separating well from parents. Staff provide a warm and caring welcome, which helps children to feel secure and valued. Children readily become involved in the well prepared activities, such as the Teddy Bear's Picnic. They are helped to enjoy the activities by the attentive staff who reassure and support all children according to their individual abilities and needs. The youngest children are sensitively cared for by the designated member of staff who uses her understanding of Birth to three matters to support the children in adapting activities to allow them to fully participate. Staff are not currently using observation and assessment of the children to ensure the planned activities are suitable and appealing to them or to monitor their progress.

Children are developing their confidence and trust in the staff, and are able to clearly express their needs. They are able to engage in the planned activities, or request other toys and resources which are easily accessible around the playroom. The relaxed environment allows children to make confident choices and develop their own play.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a satisfactory understanding of the Foundation Stage and provide a balanced curriculum which covers all areas of learning. However, staff do not use observation and assessment well enough to influence the planning. This results in a lack of consideration for children's individual abilities and interests to help them make good progress to the next step in their learning. There is little formal recording of children's starting points when they enter the setting, although staff discuss their interest and abilities with parents giving them some personal knowledge of the children's attainment. Some assessment of children's achievements is made, but this is not comprehensive or consistently completed to give a clear picture of children's learning. As a result some children, especially the older and more able, are not always challenged appropriately.

The children are generally eager to learn and participate in the activities on offer. They are able to concentrate for long periods and become engrossed in threading activities where they

compare and measure the length of their cotton reel snakes. Children spontaneously count as they add on more reels. Staff encourage children to solve their own problems, such as how to thread the plastic needle or rescue the spoon which has fallen in the play dough mixture. This helps children to think and reason in practical situations.

Children enjoy the regular baking activities, such as making play dough. They are encouraged to be independent in putting on aprons and getting ready for the activity. They become actively involved in measuring out their own ingredients, mixing and pouring to make play dough. Children are given opportunity to explore the ingredients by sprinkling and spreading the flour and salt over the table, using their fingers to make patterns and drawings in the flour. They talk to the staff and are able to communicate their thoughts about what they see and touch. Once the mixture has been cooked, children discuss the differences in it and manipulate the warm dough using a wide variety of tools to shape and form the dough. When the activity is over children all help to tidy up, including sweeping up the spilt flour. This helps develop children's sense of responsibility.

The staff used planned activities for children to learn to link letters with sounds in a phonic session. Children sit and listen well to stories in group situations or on an individual basis, handling books appropriately. Most children are confident to speak in large group situations. Children use their imagination through role-play and some creative activities. However, there is a lack of resources for children to spontaneously design, make or explore various materials and produce their own project. Children are developing their confidence in using information technology, and are engaged in activities that help them understand the wider world.

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

The provision is satisfactory.

Children are polite, confident and very well behaved. They understand and respond well to the staff who implement clear guidance on what is right and wrong. The children share well, and are willing to help each other. For example, children bring in toys from home and are pleased to show their peers how to operate the bouncing tiger, joining in and bouncing together. Children co-operate effectively, helping each other at snack time or when asked to help tidy up the toys, giving them a sense of self worth and responsibility. Children are developing good concentration skills and are proud of their achievements as they show their work to the staff and each other. The staff value children's work and praise their efforts.

Children's individual needs are known and respected, and staff exchange information daily with parents and carers over their well being. Staff are confident to care for any children with disabilities or learning difficulties and they liaise closely with the parents to support them appropriately. Children are given opportunities to learn about their own and others cultures and customs. There are resources which promote positive images of the world around them. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers for nursery education is satisfactory. Staff and parents regularly discuss children's well being and progress on an informal basis. Parents are aware of the records that are kept on their children and feel confident to talk to the staff about any concerns. However, the children's records only provide minimal information on how well children

are progressing. Parents are encouraged to be directly involved in the group. They help on the committee or on the duty rota, which keeps them informed on the day-to-day sessions. Parents are notified, through newsletters, posters and curriculum information, of what children are doing so that they can support and be involved in their children's learning.

## **Organisation**

The organisation is satisfactory.

Children arrive and settle quickly in the well prepared and attractively laid out play-room. The staff are friendly and welcoming. They hold appropriate qualifications and are committed to on-going training. They interact and support children very well, they are caring and encourage children to be independent problem solvers. The setting meets the needs of the range of children for whom it provides.

Children's information is recorded and confidentially stored. The setting hold all required policies and procedures to meet its operational needs. However, some policies are brief or contain inaccurate information, for instance, the complaints policy or the policy for checking the suitability of staff. The group have not established a system which ensures that all staff and committee members have their suitability checks promptly updated to comply with the changes in requirements. Although the setting have adequate documentation, it is disorganised and at times inaccurate. For example, the register does not contain clear times of arrival and departure for everyone, and documentation relating to all staff and committee members is not readily available.

The leadership and management of the nursery education is satisfactory. The setting ensures that staff are effectively deployed and that they are well supported by parents and carers. This enables the staff to be focused on children's play and learning, ensuring that children are developing their curiosity and understanding. Staff have an adequate understanding of the Foundation Stage and use appropriate methods to provide a balanced curriculum which is centred on play. However, the setting do not have an effective system for monitoring and developing their own practice. The staff have minimal time to review and assess their own routines and educational provision.

## **Improvements since the last inspection**

At the previous inspection for care the setting were required to improve the facilities for children to wash their hands hygienically. The group have installed a child height sink in the main playroom, which children access independently improving their hygiene routines.

At the last nursery education inspection the group agreed to improve the organisation of the resources and activities, ensure children are grouped appropriately to meet their individual needs, and to increase opportunities for children to link sounds to letters.

The group have reviewed the arrangement of the playroom and removed some of the large equipment. This has resulted in the children having more space to play in, and additional resources are easily accessible from the open storage systems used. Children are engaged in regular phonic sessions, which introduces them to letters and their sounds. This is reinforced

by the theme of the week being related to a specific letter. Games and activities are organised around this letter, where children practise recognising the letter and it's sound. The setting have not developed a system for grouping children and ensuring that their individual educational needs are being addressed to meet their different learning needs. This continues to be an issue from this inspection.

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

Since 1 April 2004 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**

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):

- review the organisation of how snack is served to children, to ensure that good hygiene and independence is promoted
- review and update the risk assessment of the premises minimising any hazards identified, and ensure that all electrical and safety equipment is checked regularly
- review and update all documentation to ensure it is accurate, fully complies with the National Standards and is well organised.

#### **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):

- review the current observation and assessment systems, including records of children's abilities on entry to the provision. Ensure that they are regularly and consistently maintained and shared with the parents.
- use the information gathered from observations and assessments to influence to planning of activities, and ensure that all children are challenged appropriately to meet their differing learning needs.

- develop systems to monitor and review the quality of the education provided.

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](http://www.ofsted.gov.uk)