



Perran-ar-worthal Pre School

Inspection report for early years provision

Unique Reference Number	102770
Inspection date	07 March 2007
Inspector	Sarah Jane Wignall
Setting Address	The Village Hall, Perranwell Station, Truro, Cornwall, TR3 7LA
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Registered person	u/a
Type of inspection	Integrated
Type of care	Full day 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 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?

Perran-ar-worthal Pre-School is a committee run group. It opened in 1963 and operates from one room in Perran-ar-worthal village hall. It is situated in the village of Perranwell. A maximum of 12 children may attend the pre-school at any one time. The pre-school is open each weekday from 9.00 until 15:00 during term times only. All children share access to a secure enclosed play area.

There are currently 28 children from two to four years on roll. Of these, 21 children receive funding for early education. Children come from the local and surrounding area.

The pre-school employs six members of staff. Over half the staff hold appropriate early years qualifications and two staff members are currently working towards qualification. The setting

receives support from an advisory teacher from Family Services. They are members of Pre-School Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are protected as staff follow daily routines to help keep the setting clean and hygienic. They ensure tables are wiped before a change of activity and designated cloths are used to clean different surfaces. Children follow simple daily routines such as washing hands before eating and after messy play. They have access to individual paper towels, but the use of communal soap presents a risk of cross infection. Sufficient staff hold current first aid and food hygiene certificates. Staff have access to a suitably stocked first aid kit and they take appropriate action if children become ill while in their care.

Children benefit from access to a healthy range of mid day snack items. These include fresh and dried fruit and savoury snacks such as cheese and cucumber. Children are provided with milk or water to drink with their snack and they can access water at other times during the session. Children staying for lunch are required to bring a packed lunch which is stored in the fridge. Staff encourage children to eat sensibly from their lunch boxes. Meals times are a social occasion and staff use this time to encourage children to learn about healthy foods. Children are aware that healthy foods include vegetables such as carrots, sweet corn and potatoes. Staff have an awareness of special dietary needs and allergies and these are recorded on enrolment forms and displayed in the kitchen area.

Children have access to a small outdoor play area when the weather is fine. This area is poorly organised and uninviting. The plastic matting under the grass means this area remains muddy and underused during the winter months. Staff make use of the indoor play area for children to exercise. Children show good spatial awareness as they negotiate obstacles in the small play room. Children learn to move their bodies in different ways as they listen to a sticky kids tape. They show great delight as they bend, stretch and kick. Children gain fine muscle control as they competently use a range of one handed tools such as knives, pencils and glue sticks. Occasional walks around the local village provide children with fresh air and exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in one room in a village hall. Staff ensure this area is safe and secure and they use risk assessments and daily checks to ensure basic safety measures are in place before children arrive. Main entrance doors are kept locked during sessions to ensure children are safe and secure. Equipment such as socket covers and fire guards ensure most hazards are reduced. Children learn about fire safety as they practise regular fire drills. However, not all staff have participated in regular fire drills. Appropriate fire fighting equipment is in place and serviced by the village hall committee. Staff supervise children appropriately as they play.

Children have access to a suitable range of toys and equipment. Staff ensure all equipment is safe and suitable and they check items as they put them out each day. Staff monitor the suitability of resources and remove items that present a hazard to younger children. Children are reminded to use equipment safely as they discuss the dangers of sharp knives when chopping fruit at snack time.

Children are protected as staff have an adequate understanding of child protection procedures. There is a written child protection policy in place and staff have an awareness of action to take if concerned about a child in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally happy and settled at the setting. Most children are confident as they arrive in the mornings and afternoons and are able to settle quickly to activities. Staff have an awareness of the Birth to three matters framework and they are beginning to use this to plan for the needs of younger children. Staff include young children well in activities ensuring that they are suitable for their differing age and ability. For instance with older children staff focus on counting out dinosaurs, but with younger children they put the focus on recognising the colours of the dinosaurs. Young children particularly enjoy playing with dough and creating pictures with paint. Staff are aware of their individual needs and ensure young children have access to their bottles and comfort items if they need it. Snack time provides children with an opportunity to sit with friends but it is poorly organised with some children waiting a long time for their food and drink.

Nursery Education

The quality of teaching and children's learning is satisfactory. Staff plan a broad range of practical activities to interest children and cover many areas of learning. Sessions are appropriately organised offering a good balance between adult led and child initiated play. Staff meet regularly to discuss planning and some staff evaluate sessions to see if key learning intentions have been met. Staff operate a key worker system and take responsibility for keeping observation and assessment records on individual children. However record keeping is inconsistent with some children not having individual targets for development set, and assessment records not regularly updated, making it difficult to see the progress children have made and therefore plan effectively for the next steps in learning.

Children are learning to be independent as they wash their hands, pour drinks and cut fruit at snack time. They play well together with several joining together to construct a train track. Children show fascination as they watch a young baby being bathed and then they wash their own dolls in the same way. Children enjoy listening to stories in large and small groups and they have access to an adequately presented book corner. Older children take a book home to share with parents but this is not extended to younger children. Children are beginning to recognise their name as they self register on arrival and find their place at snack time. Children show good listening skills as they listen to different sounds and then move in certain ways.

Children learn about size as they correctly identify the biggest and smallest shoe from a pile and they use tape measures to decide which is the longest doll. Children have several opportunities to count during the day and they take it in turns to select the correct number of plates and cups for the people on their snack table. Children learn about changes as they see the effect of adding food colour to dry flour when making dough. Staff extend their knowledge as they ask them to predict what colours will be made when red and yellow are added together and some children correct predict the colour that will be made.

Children use their memory and imagination to create pictures of familiar faces. Staff help them select blonde or brown wool to represent hair and colour eyes in brown or blue. Children use scissors competently as they cut the wool. Children have access to different malleable materials such as clay which they use to make models. Overall children make sound progress in their learning. Staff deployment is generally effective to offer children appropriate support in their play and learning.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from being cared for in a small village setting where consistent staff know individual children well. The use of a key worker system is used to allocate responsibilities for record keeping and liaising with parents. Staff seek advice from other professionals when planning for the needs of more able children. Children are comfortable and settled and have good relationships with staff and each other. Children learn about their local community as they have good links with the local school. Older children attend the primary school once a week as they prepare for the transition up to school. Children are invited to attend functions such as the school nativity, harvest festival and sports day. Children learn about other community resources as they visit local farms and shops in the village. Staff use information from parents to help inform children about the wider world. Children listen to stories and draw pictures as they learn about places such as Holland, Africa and Alaska.

Children benefit as staff have a good knowledge and understanding of appropriate behaviour management techniques. Simple rules are displayed and reinforced such as being kind to each other. Children are reminded not to hurt each other and staff respond promptly when inappropriate behaviour is displayed. Children are learning to share and take turns and most wait patiently while waiting a turn at stirring the play dough, or for a drink at snack time. Staff use verbal praise and encouragement to reinforce appropriate behaviour.

The partnership with parents and carers is satisfactory. Parents are encouraged to be involved in the setting and many take an active role on the committee. Staff encourage parents to contribute to sessions when they have specific things to share such as information about a different country or bringing a new baby into the setting. Parents are provided with good quality information about the setting that includes an informative prospectus outlining aspects of the care offered including details about the Foundation Stage for older children. Parents of new children complete an 'All about me' book which helps staff have an initial understanding of individual needs. However there is no ongoing formal system for parents of funded nursery education children to contribute aspects of development at home and be involved in planning

and target setting. The pre-school fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

Children benefit from being cared for in small setting where staff have a good understanding of their individual needs. The staff team are suitably qualified and have an appropriate understanding of their roles and responsibilities. The management committee are aware of their roles and responsibilities and they ensure that relevant policies and procedures are updated to meet current requirements. Adequate induction procedures are in place and help inform new staff of most operational aspects of the setting. Staff deployment is not effective during lunch times where staff breaks are not properly organised to ensure suitably qualified staff remain on the premises at this time. Children have access to adequate indoor play space but use of the outdoor play area is limited.

The leadership and management of the pre-school are satisfactory. The setting is adequately managed by a voluntary management committee consisting mainly of parents. The committee are keen to improve the facilities at the setting and are hoping to improve some areas such as the entrance foyer and new flooring, when funding allows. The setting seeks advice from outside agencies to help advise on planning and curriculum matters. The committee undertake regular staff appraisals which outline some areas for development such as training issues. The setting employs three different play leaders who each take responsibility for the individual sessions that they run. This leads to lack of consistency with no one having a clear overview of the success of the funded sessions and where improvement may be required. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider was asked to develop the use of age appropriate and positive methods of behaviour management and to ensure that all managers develop consistency in their working practice. They were asked to ensure the garden is made safe and secure, to implement suitable arrangements for children's hand washing, and to ensure the entrance area provides a welcoming area for parents and children.

At the last nursery education inspection the provider was asked to increase levels of information obtained and shared with parents, to improve the use of children's assessments to plan suitably challenging activities and to develop the use of staff appraisals to monitor the strengths and weaknesses of the nursery education provision.

Children benefit as staff manage behaviour in a positive and caring way. They encourage children to gain independence and reward them with verbal praise on a regular basis. The garden area has been made safe and secure, but is underused during the winter months. Children benefit as they have access to individual paper towels but the use of communal soap could present a risk of cross infection. Plans are in place to extend the entrance foyer to provide a more welcoming area for children and parents. Young children are able to rest during the session and staff have allocated lunch breaks. Information is obtained from parents when children start

at the setting but there is no ongoing formal system to share and use information from parents to guide planning. Observation and assessment records are not regularly and consistently completed to guide and influence planning. Regular staff appraisals take place and help to identify some strengths and weaknesses in the provision.

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.

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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 ensuring that all staff members participate in regular fire drills
- develop the outside play area so that children have regular opportunities to play outside, and it provides a stimulating and inviting learning environment
- ensure there is a suitably qualified manager on the premises at all times, especially during lunch times

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):

- improve the organisation of snack time so that children are actively engaged and occupied during this time
- ensure observation and assessment records are consistently and regularly updated to help track children's progress and development across all areas of learning
- ensure parents are fully involved in their children's learning by providing regular opportunities to share information about progress at home and at the setting, and use this to guide planning.

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