



## Tintagel Pre-School & Playclub

Inspection report for early years provision

<b>Unique Reference Number</b>	EY336791
<b>Inspection date</b>	30 January 2007
<b>Inspector</b>	Sarah Jane Wignall
<b>Setting Address</b>	Tintagel Children's Centre, Treven, Tintagel, Cornwall, PL34 0DU
<b>Telephone number</b>	N/A
<b>E-mail</b>	
<b>Registered person</b>	Tintagel Pre-School & Playclub
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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?

Tintagel Pre-School and Playclub is a committee run group. It opened in 2006 and operates from one room in the recently built Children's Centre in the grounds of Tintagel primary school. It is situated in the rural village of Tintagel. The Children's Centre is provided by Sure Start. It is a newly built provision that has just started to provide community based services at the centre. A range of services are available to parents and carers and these include drop in sessions such as "sing and sign", a toy library, pregnancy counselling and occasional visits by a range of health care professionals, among other services.

A maximum of 22 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 until 17.00 for 50 weeks of the year. All children share access to a secure enclosed play area. There are currently 31 children from two to eight years on roll. Of

these, 19 children receive funding for early education. Children come from the local area. The setting currently supports children with learning difficulties.

The pre-school employs seven members of staff. Over half the staff hold appropriate early years qualifications. The setting receives support from a Children's Centre teacher who is employed by Family Services to advise on curriculum planning and delivery. 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 learn about health and hygiene as they follow simple daily routines such as washing hands before snack time and after messy play. Staff provide them with paper towels and hand wash which limits the risk of cross-infection. Staff keep the setting clean and they follow hygienic procedures when preparing foods and changing nappies. Children's health is safeguarded as staff keep appropriate accident records and promptly inform parents if children become ill or have an accident in their care. Sufficient staff hold first aid and food hygiene certificates.

Children benefit from access to a good range of nutritious and healthy mid day snack items. They are provided with a range of fresh fruits and vegetables which include carrots, cucumber and pears, among others. Savoury crackers and cheese are also available. Children pour themselves drinks of milk or water with their snack, and can ask for water at other times during the session. Children staying all day bring a packed lunch. Information about special diets and allergies is recorded and displayed in the kitchen so all staff are fully aware of any individual needs.

Children have easy access to an enclosed outside play area where they can access fresh air and exercise at designated times during the session. Children learn good spatial awareness as they form a circle when playing games such as Farmers in his Den, or lining up to go outside to play. They learn about movement and control as they follow instructions on a tape to run, march and jump on the spot. Children learn to control their movements as they move like robots. Children learn to balance as they make a large balancing train and try to walk along it. They have access to a small climbing frame and ride on toys such as bikes. Children gain fine muscle control as they confidently use a range of tools such as scissors and glue sticks. They competently pour their own drinks.

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

The provision is satisfactory.

Children benefit from care that is provided in a newly built, bright and warm environment. Care takes place in a secure enclosed play room. Staff have made this area safe through the use of safety gates and secure entrance systems. Risk assessments of all areas have not been carried out and the outdoor play area has some hazards within it. All fire and electrical items are serviced

regularly to ensure their ongoing suitability. Fire drills are not regularly carried out. Staff offer appropriate supervision to children when playing inside and out.

Children have access to an adequate range of toys and resources. Most resources are put out by staff each day, but children do help themselves to craft and writing materials from low level storage trolleys. Staff remind children to follow simple safety measures such as not climbing on the furniture or running in the play room. Staff monitor children's use of equipment to ensure that young children are not exposed to hazards from small or dangerous items such as scissors.

Children are protected as staff have a good understanding of child protection processes and procedures. The manager has a good awareness of possible signs and symptoms of abuse, and is aware of action to take and agencies to contact if concerned about a child in her care. A newly developed staff handbook is currently being produced which gives staff clear guidance on the procedure to be followed if they are concerned about poor practise or other issues.

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

The provision is satisfactory.

Children are happy and settled at the setting. They are warmly greeted by staff in the mornings and come into the play room easily and confidently. Children are cared for in one play room and staff set out activities ready for their arrival. Most children start playing with available resources immediately. Some staff have undertaken training in the Birth to three matters framework and are beginning to use this as a framework to plan appropriately for the needs of younger children. Young children are well included in activities and they enjoy listening to stories, joining in at circle time and playing outside among other things. Older children after school, enjoy playing with the available toys especially construction or the remote controlled car.

### **Nursery Education**

The quality of teaching and children's learning is satisfactory. Staff have a sound understanding of how young children learn and they plan a broad based curriculum for children covering many areas of learning. Written planning is in place, but it is not always followed. Staff are unclear about roles and responsibilities and about delivery of key learning intentions. As a result not all activities are followed through and key learning intentions are not met. Staff organise the indoor play environment effectively providing areas for messy play, writing and mark making, construction, and a bright welcoming book corner. Children freely move about the play room. Snack time is provided in a café style system where small groups of children can talk and socialise with staff and each other.

Children are becoming independent and many can pour their own drinks, wash their hands and put on their coats. They are forming good relationships with staff and each other and several children join together in role play or when working a remote controlled car. Children are developing good listening skills as they follow instructions on a sticky kids tape. They enjoy writing and making marks. Some children are beginning to write their name, with some letters correctly formed. Children enjoy listening to stories in large and small groups. Many children

can recognise their name as they find their place at snack time. Activities are not differentiated to meet the needs of the more able children. Children have few opportunities to link sounds and letters and develop this understanding.

Children have inconsistent opportunities to learn about numbers and counting. Some children play a game where they fit the correct number shapes into a clock puzzle and some can recognise several numerals. However number recognition and counting is not regularly reinforced during everyday activities. Staff do not routinely encourage children's understanding of mathematical concepts as they play with sand or use a tape measure in play. Children enjoy learning about technology as they steer a remote controlled car about the play room and play with the microwave in role play. They use glue to join different materials when making space machines and they learn a sense of time when following routines of the sessions. Circle time is not well thought through with opportunities to develop children's knowledge and understanding not consistently applied.

Children enjoy creating their own pictures with paint and they have free access to paint during each session. Children use their imagination to paint picture of animals at home. Children play well together in role play using toys to create stories and games. They enjoy using musical instruments to make different sounds as they enthusiastically bang, shake and beat. Assessment records are not used effectively to guide planning and differentiate activities to meet the needs of the more able children.

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

The provision is satisfactory.

Children and staff are getting familiar with the new building and daily routines of the sessions. A small staff team and key worker system helps staff develop an understanding of individual needs. All children are cared for in one main play room where sessions are planned accordingly. Children with learning difficulties are appropriately supported in the group. A designated special needs coordinator and key worker attend planning and review meetings and Individual Education Plans are in place. Children are well included in all available activities. Children learn about their own local rural community as they eagerly watch for tractors and other machinery as they play outside. Developing links with the adjoining primary school, such as staging the Christmas play in the school hall, helps children's transition into school. Pictures and posters in the play room and planned activities help children learn about cultural diversity and different cultural festivals.

Children benefit from the behaviour management policy at the setting. Children receive lots of verbal praise and encouragement and respond well when praised for acknowledging their name at registration time. Staff encourage children to be independent and many can pour their own drinks, use the toilet unaided and put on their coats. Simple rules are established and reinforced such as not running in the play room, not shouting and sharing toys. Children are gently reminded when behaviour is not appropriate and to say sorry if they have hurt another child. Manners are reinforced at snack time.

The partnership with parents and carers is satisfactory. Parents have access to a notice board displaying some information and regular newsletters help inform them about forthcoming topics and events. Each child has a key worker who parents can approach to discuss any ongoing

issues or concerns. Information is fed back verbally each day or by appointment if needed. The complaints procedure has not been fully updated. Parents of children receiving nursery education are able to see planning displayed on the entrance door. The manager is planning to offer individual meetings to discuss progress and development. Some staff link well with parents providing activities for children to complete at home, but this is not consistently applied across the setting. The pre-school fosters children's spiritual, moral, social and cultural development.

## **Organisation**

The organisation is satisfactory.

The setting is sited in the Tintagel Children's Centre which is provided through Sure Start. Services at the Children's Centre are just developing and many have only been operational since the beginning of the year. The centre offers a range of sessions to members of the local community which includes sessions such as "sing and sign", the toy library, pregnancy counselling and visits to the centre by a range of health professionals. Links with the pre-school are just developing and do not yet impact on the quality of care and education offered by the setting.

Children benefit from being cared for in an adequately organised setting that provides good staffing levels. Most staff hold appropriate early years qualifications and attend relevant short courses to keep their knowledge and skills updated. Staff deployment ensures staff are involved and engaged with the children, but a lack of awareness and clarity about roles and responsibilities means that planned activities are not always followed through. The committee have an awareness of their roles and responsibilities and robust recruitment and vetting procedures are in place. Staff members receive regular meetings and appraisals to identify any issues or concerns and highlight training requirements.

The leadership and management of the pre-school are satisfactory. The setting is managed by a voluntary management committee which includes the head teacher of the adjoining primary school. The committee are knowledgeable and supportive and have an awareness of their roles and responsibilities. Written action plans have been put in place outlining areas for development in the future. New staff have not received induction training. Day to day leadership is in the hands of the newly appointed manager. She is slowly developing the group and working with new and established staff to redefine roles and responsibilities to improve overall outcomes for children. The setting benefits from the advice of a Children's Centre teacher who is employed by Family Services and attends the group for one and a half days a week to advise on the planning and 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**

Since registration 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):

- update the complaints procedure in line with changes to legislation
- improve safety by undertaking risk assessments of all areas and carrying out regular fire drills
- ensure all new staff have induction training which includes health and safety and child protection training

#### **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):

- ensure planned activities are linked to assessments and offer sufficient challenge to children across all areas of learning
- use daily routines and group times to reinforce children's understanding of maths
- ensure staff deployment is effective in meeting the needs of all children, and all staff are aware of planned activities and key learning intentions.

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