

Bodmin Pre-School (Mary Kendall)

Inspection report for early years provision

Unique Reference Number	102973
Inspection date	27 March 2007
Inspector	Sarah Jane Wignall
Setting Address	Priory House Bungalow, Priory Road, Bodmin, Cornwall, PL31 2AE
Telephone number	01208 79825
E-mail	
Registered person	Bodmin Pre School (Mary Kendal)
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Bodmin Pre-School (Mary Kendall) is a committee run group. It opened in 1972 and operates from purpose built accommodation situated in Priory park in the town of Bodmin. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 9.15 until 14.45 during term times only. All children share access to a secure enclosed play area.

There are currently 30 children from two to four years on roll. Of these, 10 children receive funding for early education. Children come from the local and surrounding area. The setting currently supports children who speak English as an additional language.

The pre-school employs four members of staff. All the staff hold appropriate early years qualifications and the manager is currently working towards further qualification. The setting receives support from an advisory teacher from Family Services. They are members of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for in a bright, warm and welcoming play room. Staff follow suitable daily routines to ensure the setting is kept clean and tidy. Children learn about health and hygiene as they are encouraged to wash their hands after messy play and following outdoor play. They have access to hand wash and individual paper towels which limit the risks of cross infection. Most staff hold current first aid certificates and sufficient staff have food hygiene training. They complete appropriate records when children have an accident.

Children enjoy a healthy range of mid day snacks which generally include fresh fruit, savoury snacks and cereal with milk. Children staying all day bring a packed lunch which is served at mid day. Staff sit with the children encouraging them to eat sensibly and well from their lunch boxes. Children are provided with milk to drink and they can access water at other times during the session if they are thirsty. The manager ensures staff are made aware of any special diets or allergies.

Children benefit as they have access to a good sized outdoor play area. Staff use this area well ensuring that children can learn as they play outdoors. Children show delight as they find worms and insects and study these under the microscope. Children show good spatial awareness as they pedal bikes around the play ground. They successfully negotiate obstacles such as fixed play equipment and each other. Children can push and steer and they demonstrate this well as they push buggies both indoors and out. Children have opportunities to run and use the small fixed climbing equipment. Children are competent when using a range of one handed tools such as scissors, spoons when eating cereal, cutters and rollers when playing with dough and pencils when drawing and making marks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have access to sufficient sized indoor and outdoor play space. Staff have made the indoor play area particularly bright, interesting and welcoming to both children and families. Staff follow daily routines to ensure the play area is safe. Daily check lists are used to focus on safety issues. Children are kept safe and secure through the effective use of CCTV, which ensures staff are fully aware of people calling at the setting. Parts of the outdoor play area and some fixed play equipment is not well maintained. Children learn about fire safety as they participate in regular fire drills. The setting ensures all fire and electrical equipment is regularly serviced to maintain ongoing suitability.

Children benefit from access to a wide range of play equipment that is well organised and easily accessible. Children are able to move safely within the play room and they show a good awareness of safety issues. Staff reinforce the safety message reminding children that they must sit sensibly on chairs, not put dried pasta in their mouths and not to run in the play room. Staff ensure children are well supervised particularly when using the sensory room.

Children are protected as staff have a sufficient understanding of child protection. Staff discuss any concerns with the manager who decides what action to take and agencies to contact. The child protection policy has not been updated to reflect recent changes.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy coming to pre-school. Staff work hard to support new parents and children in the separation process, and as a result children settle quickly. Young children enjoy access to all available activities and resources and they are well included at groups times such as snack time, circle time and outdoor play. Staff have attended training in the Birth to three matters framework and use this knowledge to plan interesting and appropriate activities for younger children. Sessions are well organised allowing key staff to work with younger children on focussed activities such as matching Wellington boots, listening to stories or making necklaces out of pasta.

Nursery Education

The quality of teaching and children's learning is good. Staff have worked hard to create a bright and stimulating play environment that is regularly changed to keep it interesting and alive. Staff have a good understanding of how children learn and they use medium and short term plans to guide their sessions and identify key learning intentions. Sessions offer a good balance between adult led and free choice activities. Key staff work closely with older children on focussed learning such as learning to link sounds and letters and increasing their understanding of number through mathematical picture games.

Children are confident and have good relationships with staff and each other. Children greet each other warmly following the weekend break and several join together in games and activities. Children show good levels of concentration when making shakers out of junk or when playing a card game. Children are gaining independence as they feed themselves at lunch time, wash their hands and put on their coats. However children are not regularly encouraged to develop independence at snack time by pouring their own drinks or serving themselves food. Children enjoy listening to stories both in large and small groups. Staff ensure books are well displayed in all areas of the play room and are also used outside. Factual books are used to increase children's understanding of insects. Children do not have sufficient opportunities to recognise their own name or that of their friends, and language and thinking skills are not always fully extended.

Children learn about numbers and counting as they are encouraged to count the number of candles on a cake, to identify numerals in a card game and when throwing balls into numbered buckets during outdoor play. They learn about size as they compare large and small land snails. Children learn about different creatures as they find worms and insects while playing outside and they look at and touch large African land snails. Children are gaining a good awareness of technology as they competently use the mouse when creating pictures on the computer. Children enjoy being creative particularly when mixing chocolate to make Easter nests. They explore the texture of dough, sand and water and use their sense of smell to identify changes that occur when chocolate is melted. Staff carry out regular observations and assessments which help to track children's progress. All children have an individual learning plan in place which is used to outline individual targets for development and help children make good progress.

Helping children make a positive contribution

The provision is good.

Children benefit from high levels of individual attention and support. The manager spends time with parents in identifying and establishing individual needs and ensures staff and students

are used effectively to support children in their play and learning. Staff work with children's interests to help extend their learning. They use an interest in music to increase children's confidence and social skills. Children who have English as an additional language are well supported and included. They are gently encouraged to participate in all available activities and language is introduced as they play. Children learn about the local culture as they celebrate St Pirans day. They make Cornish flags and saffron buns to celebrate this Cornish tradition. Examples of Cornish writing are displayed within the play room. Good links with the four local primary schools help children in their transition to school. Children learn about the wider world as they celebrate other festivals such as Chinese New Year and Diwali. When children have been away on holiday staff help them settle back in as they find their holiday destination on a map.

Children are well behaved. They are happy and settled in pre-school and are very familiar with the daily routines. Staff have high expectations for behaviour and these are consistently and gently reinforced. Staff are keen and enthusiastic in their work and they clearly value children's achievements. Staff reward children with constant verbal praise and encouragement. Staff are kind and sensitive when dealing with children who are upset or uncertain.

The partnership with parents and carers is good. Children benefit as the setting works well in partnership with parents. Parents are given a welcome letter on enrolment and they have access to all the policies and procedures contained in the operational plan. Relevant information is displayed on the notice board and regular newsletters help keep them informed of ongoing topics. Parents of funded nursery education children are able to view a video outlining aspects of the Foundation Stage. The manager spends time talking to parents when children start so that there is a good understanding of individual needs and ability on entry. This is used to help children to settle more quickly and staff to focus on extending their learning. Ongoing information is shared verbally on collection and drop off and through formal meetings to discuss progress both at home and at the setting. This is then used to help guide planning and set individual targets for learning. The pre-school fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Children are well supported in the pre-school. The setting employs four key members of staff but they make good use of competent students who work well with the children. All staff hold appropriate early years qualifications and they are well supported through annual staff appraisals. They undertake regular training to keep their knowledge and skills updated. The setting benefits from strong leadership provided by the manager. Staff deployment is effective in ensuring that sessions are well organised and run smoothly. The indoor and outdoor play space is well organised making it an interesting and inviting learning environment. Appropriate documentation is in place and stored confidentially. Most policies and procedures have been updated to reflect changes.

The leadership and management of the pre-school are good. While the setting is run by a voluntary management committee, day to day leadership is provided by the manager. She is a strong and committed leader who is keen to provide high levels of care and education. She oversees all operational aspects of the pre-school and ensures sessions are well organised and effective. She constantly evaluates the lay out of the learning environment to ensure that all areas are well used and interesting to the children. Suitable induction procedures are in place and new staff and students are well supported. Weekly staff meetings ensure that all staff are well informed and any concerns discussed. The manager has good links with the four local

primary schools that most children will progress to. She visits the school and invites teachers to the pre-school with the aim of making the transition up to school, a smooth one. 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 clarify the role of the registered person and the committee at the pre-school, ensure that they have good information on their responsibilities and ensure they have been appropriately vetted. At the last nursery education inspection the provider was asked to further develop planning, organisation and strategies to manage the time when the whole group meets together, for example at story time and circle times or when moving from inside to outside play. They were also asked to identify ways of extending the use of the outside play area for all areas of learning.

The committee now receive written information about their roles and responsibilities and they are provided with copies of the National Standards and Guidance. Committee members are vetted. Children benefit as sessions are now well organised with sessions running smoothly and children being aware of expectations for behaviour. Staff make good use of the outdoor play area for all areas of learning for instance in encouraging children to look for insects, in developing their understanding of number, and as they develop physical skills by running and peddling around the play ground.

Complaints since the last inspection

Since the last inspection one complaint has been made to Ofsted relating to National Standard 2: organisation, National Standard 6: safety, National Standard 7: health, National Standard 12: partnership with parents and carers and National Standard 14: documentation. Concerns were raised following an incident where a child sustained a serious injury while at the pre-school.

Ofsted carried out a visit to investigate these concerns. Ofsted did not set any actions relating to this incident but did find evidence during the visit that National Standard 2 was not being met. As a result Ofsted set two actions under National Standard 2. A satisfactory response to the actions was received. Ofsted decided to take no further action and the provider remains qualified for registration.

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):

- ensure the outdoor play area and fixed play equipment is well maintained
- update the child protection policy to meet current requirements

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):

- increase children's independence at snack time for example by encouraging them to pour their own drinks and serve themselves
- increase the opportunities for children to recognise their own name and extend this for the older more able children, and extend language and thinking skills through the use of more open ended questioning.

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