

# Quintrell Downs Pre-School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	102851
<b>Inspection date</b>	11 May 2007
<b>Inspector</b>	Nicola Jayne Pascoe
<b>Setting Address</b>	The Village Hall, North Way, Quintrell Downs, Newquay, Cornwall, TR8 4LA
<b>Telephone number</b>	07864799420
<b>E-mail</b>	
<b>Registered person</b>	Quintrell Downs Pre-School
<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?

Quintrell Downs Pre-School has been registered to provide care for children since 1991. It operates from the village hall in the small community of Quintrell Downs, near Newquay, Cornwall. The pre-school is open each week day from 09.30 until 12.00 during school term times. On Tuesdays, the group incorporates a toddler session. The setting serves the rural and village communities.

A maximum of 24 children aged from two to under five years may attend the group at any one time. There are currently 12 children on roll, nine of these children receive funding for nursery education.

The setting employs three staff. There are two members of staff who hold a level 3 qualification in childcare. There is one member of staff who is currently completing a level 3 qualification in childcare. The group is supported by the local authority and the Pre-school Learning Alliance (PLA).

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children benefit from following clear health and hygiene policies which promote regular hand washing at appropriate times. They are able to recognise when there is a need to wash their hands and most do so unprompted by staff, for example following use of the toilet and when they have sticky hands after messy play. There are suitable toilet facilities, one toilet area has recently been refurbished and as a result is noticeably favoured by children above the other. Children wash their hands with soap and warm water and dry them with individual paper towels, which they then dispose of hygienically. However, following messy play in the main play room, children are provided with a shared bowl of soapy water, which they use to remove the worst of the 'gloop' from their hands. This practice puts them at risk of cross-infection.

Children enjoy regular opportunities to play outdoors in the fresh air when the weather permits. They have a wide range of outdoor equipment to develop their gross motor skills. The outdoor area is also used to promote their understanding of growth and development. For example, they are currently growing plants on the window sills and have explored the hedgerows for wildlife and small insects. Indoors there is plenty of space to allow free movement. Children enjoy use of the balance beam as and when they wish throughout the morning. There is a spacious area for use of large construction. Small tools and equipment are used with adult support.

Children's health is maintained by staff who all hold current first aid certificates. Accident records show that children who require medication or are injured are cared for appropriately and information is shared promptly with parents. Children enjoy a generally healthy snack during the morning and have free access to drinking water at all times. Snack time is a social occasion when children and adults sit together. They enjoy apple, pear, a plain biscuit, diluted sugar free squash, water or milk. Children receive a sufficient quantity of food for their growing needs. The premises and equipment are regularly cleaned by pre-school staff and the hall caretaker.

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

The provision is good.

Children's safety is maintained well through the use of written risk assessments and daily visual checks by staff. The premises are maintained regularly and are safe and secure. The equipment and resources are of a good quality. Appropriate safety equipment is used to prevent children accessing unsuitable areas such as the kitchen. Staff have implemented effective systems to ensure that all children participate in regular fire drills, in order to develop their confidence and familiarity. Fire safety equipment is serviced annually.

Children are safeguarded by staff who are confident in their knowledge of child protection procedures and demonstrate an ability to follow these if required. There are effective systems in place to ensure that children are collected by authorised persons. The outdoor play area is secure and supervised well. The indoor areas are well organised to allow children to move safely and to develop their independence. Children are closely supervised at all times by attentive staff, who demonstrate a good awareness of safety issues and have developed effective systems to maintain children's safety and security at all times.

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

The provision is satisfactory.

Children enter the pre-school enthusiastically. They select freely from a wide range of age appropriate and stimulating activities which are set out attractively on the floor and on low tables. Children are busy and occupied in their chosen activity. They play alone, in small groups and alongside others. They persevere to achieve their desired outcome. Staff sit with children at the messy 'gloop' table in order to supervise children's play and develop children's curiosity further through careful questioning. There are many carefully planned activities available which are linked to the current theme of 'growth and change'. For example, children 'work' in the garden centre and dig in the tray of compost. There is a balance of both restful and active opportunities provided for children. For example they may choose to read books and complete puzzles or climb along the low balance beam and create models with large construction. During the morning they enjoy a familiar daily routine with times for free play, times to come together as a group for registration and story time, time to eat and drink and times to move enthusiastically to music. Children demonstrate developing levels of confidence and independence. Adults provide appropriate levels of praise and encouragement. Children's work is attractively displayed at child height to be valued by all.

Nursery education.

The quality of teaching and learning is satisfactory. Most staff are relatively new to the setting but are capable and well organised. They are generally confident in their knowledge of the Foundation Stage curriculum and the stepping stones. The manager is currently on sick leave, but arrives during the session to support the children and staff during the inspection. They are clearly a committed and enthusiastic team. They have worked closely together to develop new systems which have recently been introduced to improve their delivery of the early learning goals. These systems are beginning to show results and are currently providing children with opportunities to make satisfactory progress in all areas of learning. Children's individual observation and assessment records are newly introduced and contain useful levels of information to inform key workers of suitable individual targets for development. However, these targets are not directly linked to future planned activities in order to be monitored and reviewed regularly by staff, to ensure that individual children are indeed receiving appropriate opportunities to make good levels of progress.

Children are curious and inquisitive; they explore the range of activities available and sustain interest for considerable periods of time. All children demonstrate high levels of concentration and listen attentively at story time. They attempt to predict what will happen next and join in eagerly with familiar stories. Children are confident in their use of programmable toys and can use these without adult support. They are imaginative and creative, participating wholeheartedly in role play, craft and music and movement. They use mathematics during daily routine activities to count and solve problems. They are using writing materials freely each day to develop their ability to mark make with purpose and to develop their letter formation. They make regular use of the indoor and outdoor environment for learning, for example they have looked outside for 'bugs' and have brought tadpoles in to examine. They are aware that a tadpole will change into a frog. They have also been studying the life-cycle of a butterfly and have enjoyed making a large collage of the 'Hungry Caterpillar'. There is evidence that the pre-school fosters links with home and welcomes parental involvement.

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

The provision is satisfactory.

Children are clearly settled and happy at the pre-school. The key worker system is effective in ensuring that children's individual needs and preferences are identified, respected and met appropriately. Children have use of a suitable range of resources and visual aids which promote a developing awareness of different cultures and beliefs. However, they do not have free access to a range of resources and visual aids which promote a positive awareness and understanding of people's differing abilities. There is a newly appointed Special Needs Coordinator, who is enthusiastic and committed to her role. She has enrolled on relevant training. The premises are generally suitable for children with learning difficulties/disabilities.

Children are well behaved, polite, kind and considerate. They display good table manners and help to tidy away the toys and resources when asked. They cooperate, share and take turns with others very well. Parents/carers provide positive feedback regarding the standards of care and education. There is a parent notice board in the entrance foyer and another inside the play room, which provide parents with useful levels of information relating to the general organisation of the pre-school and legal documents. Further information regarding the operational plan, policies and procedures and previous inspection report is displayed prominently on the table by the entrance door. Regular newsletters are produced to inform parents/carers about forthcoming events and topics. Parents are encouraged to be actively involved. Social, moral, spiritual and cultural development is fostered.

The partnership with parents and carers is satisfactory. There are sufficient levels of both written and verbal information regularly provided. A key worker system ensures that parents have a point of contact to maintain consistency. Recently introduced formal one to one meetings are planned to provide parents/carers with opportunities to share written records of children's progress. There are detailed written plans displayed within the pre-school room. However, succinct details regarding the provision of nursery education and the early learning goals are not provided. Staff have developed an effective home/pre-school link with the introduction of a teddy bear, who is taken home by children to enjoy a 'holiday'. His holiday diary and photographs are then shared with other children upon his return.

## **Organisation**

The organisation is satisfactory.

Children are cared for by a committed, enthusiastic and suitably qualified staff team. There are two members of staff who are relatively new to the setting. All demonstrate a sound understanding of the requirements for maintaining a safe, comfortable and stimulating pre-school environment. There is evidence to show that adults who are in contact with children have been checked for suitability. Staff provide a well organised environment and offer a wide selection of age appropriate and varied activities for the children attending. The balanced daily routine ensures that children's individual needs are effectively met. The pre-school documentation is stored securely and confidentiality is maintained. Most documentation is readily available for inspection. Children's records are updated regularly and are shared appropriately with parents/carers. There is evidence that the staff and committee are aware that they must notify Ofsted of changes and significant events. Overall the setting meets the needs of the range of the children for whom it provides.

The leadership and management are satisfactory. The committee is clearly supportive and actively involved. They have introduced new systems with which to effectively recruit and induct

new staff. A recently developed appraisal system has been introduced in order to monitor and review staff performance, to identify future training needs and to monitor and evaluate the provision of nursery education. The staff team demonstrate a sound ability to continue to develop the newly introduced assessment, observation and planning for nursery education. They recognise the value and importance of maintaining close links with parents/carers. The staff and committee actively seek and welcome support and advice from the local authority and Pre-school Learning Alliance. They have recently used the services of these agencies well to develop and improve their provision.

### **Improvements since the last inspection**

At the last inspection the pre-school was given an inadequate judgement for care and a satisfactory judgement for nursery education. To improve the standards of care they were required to make sure Ofsted is notified of any significant changes, including changes within the committee. The committee have now notified Ofsted of the recent changes and are aware of the need to ensure that Ofsted are continued to be kept informed. They were also required to produce and implement a procedure for the recruitment and vetting of staff and committee, in line with regulations. A suitable written procedure has been developed and effectively implemented to employ two new members of staff. Finally, they were required to improve their knowledge and develop systems for the recording of complaints, in line with regulations. A suitable written complaints procedure has been produced and a complaints log is available.

The recommendations agreed for the improvement of nursery education were to develop procedures for ensuring that children with special educational needs are well supported within the setting. There is now a suitable written policy available, a new member of staff has been appointed as special needs coordinator and appropriate training has been identified. The setting was also required to further link planning and assessment systems, and to review the way in which activities are introduced and children are grouped, to ensure all children are offered appropriate challenge according to their individual needs. Some improvements have been made in this area, the setting has welcomed support and advice from the local authority advisory teacher and have introduced new planning and observation systems. However, further improvement is required in order to effectively deliver a cycle of observation, assessment and planning, in order to ensure the delivery of appropriate opportunities for all children to make progress towards their individual target.

### **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**

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):

- ensure children are not at risk of cross-infection through the use of shared hand washing water following messy play
- provide children with a range of suitable resources and visual aids which positively promote their awareness and understanding of people's differing abilities

### **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):

- further develop recently implemented planning, observation and assessment systems to effectively provide specific opportunities for children to make progress towards their individual target for development
- provide parents and carers with further information regarding the provision of nursery education.

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)