

Ancarva Pre-School

Inspection report for early years provision

Unique Reference Number	EY245130
Inspection date	15 June 2007
Inspector	Heather Tanswell
Setting Address	Mousehole CP School, Foxes Lane, Mousehole, Penzance, Cornwall, TR19 6QQ
Telephone number	01736 731427
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Registered person	Mousehole Community Childcare Association
Type of inspection	Integrated
Type of care	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.

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?

Ancarva Pre-School which opened in 2002, is a committee run group. It operates from The Dining Hall in Mousehole School, in the coastal village of Mousehole, near Penzance, in Cornwall. A maximum of 12 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 until 11:45, during term times only. All children share access to an enclosed play area.

There are currently 17 children from two to four years on roll. Of these, 15 children receive funding for nursery education. Children come from a wide catchment area.

The pre-school employs three staff. Of these, two staff hold early years qualifications to NVQ Level 2 or 3 and one member of staff is currently working towards another qualification. The setting receives support from an advisory teacher from the Local Authority Family Services and the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from healthy snacks such as fresh fruit segments, vegetable and bread sticks in sufficient quantities to meet their growing needs. Children can help themselves to easily accessible drinking water during the session. However, children are not always encouraged to make healthy choices. At snack time only diluted squash is offered, which is not a healthy alternative to water or milk, as the label clearly warns it contains additives associated with allergic responses. Specific dietary needs are recorded on registration forms.

Children are cared for on clean and tidy premises where the standards of cleanliness are satisfactory. Staff follow some good hygiene routines to minimise the spread of infection. They make sure the premises and equipment are clean before children arrive each day. They check that sufficient quantities of soap and paper towels are accessible in the toilet area. Toys and utensils are washed thoroughly after each use and tables are cleaned between uses with an anti-bacterial spray to minimise the risk of cross infection. Toilets are not always cleaned during the session and crockery is not kept covered to make sure they stay clean between uses. Children learn to take responsibility for their own personal hygiene routines. They wash their hands thoroughly after going to the toilet and before eating. Systems are in place to ensure accidents are dealt with properly with parents' consent and knowledge. Children are well protected in an emergency as staff hold first aid qualifications and know what to do when an accident occurs.

Children take part in a range of activities that contribute to their good health and physical development. They benefit from daily exercise out either in the playground or in the pre-school room each day. Children stretch and curl to warm up before music and movement sessions, crawl through tunnels, balance on beams, and run about as they play games such as 'What's The time Mr. Wolf. The setting has no large equipment either inside or out that challenges children's physical capability or that can be used in a variety of ways to support specific skills, for example to enable them to learn how to climb up, over, and down safely.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play safely because staff show awareness, vigilance and good organisation about the setting. Although the school premises are not secure, staff take extra precautions and supervise children closely, to keep them safe. They lock the door to the hall when children arrive, and check that toilets are empty before they take children in to use the facilities. When playing outside they use only one area of the playground where they find it easier to monitor access and egress. Children learn how to keep themselves safe. Staff give children systematic instructions about how to lift heavy equipment, such as a sand pit, by working as a team and co-ordinating their movements. Children know what to do if an emergency takes place as they practise routine fire evacuations with respect for patterns of attendance of children and staff.

Children gain safe and make ready use of the good quality equipment laid out ready for them. Resources are appropriate for their age and stage of development. Staff make good use of the space by dividing it up into areas for different types of play. They provide space to display positive images of children at play, their pets and creative work. The premises are safe and in good order. When the temperature rises staff respond promptly by opening windows to ventilate the hall with fresh air and make sure children do not suffer from the heat.

The setting has a child protection procedure to follow if they have any concerns about a child. Staff know they must follow the settings procedure and how to respond if they have any concerns about a child. However, the procedure does not include the appropriate procedure to follow, based on the latest guidance, to make sure the pre-school responds appropriately if an allegation is made about a member of staff or volunteer.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled in the pre-school. They show interest in the range of activities made ready for them. The manager plans to provide a wide range of worthwhile first hand experiences, which build on children's curiosity. Other members of staff influence the plans by sharing their ideas about how particular activities are presented. Activities vary in pace to include times to be active, creative, reflective, sit, listen and join in with adult-led large group games.

Children are captivated by the spider hand puppet who leads their singing and nursery rhymes. Children develop independence and know their part in daily routines. They self register, help themselves to drinks, and tidy away after themselves. Children are very polite to each other and adults. They say excuse me and ask for their turn courteously. They form friendships and partnerships as they play. Some children choose to write each other notes as others take turns to drive a remote control car about the room. Children manipulate the remote controls with varying degrees of skill, trying to avoid obstacles and showing great excitement when the car goes out of control and crashes.

Nursery education

The quality of teaching and learning is satisfactory. Children are well occupied and keen to learn as they play. They join in with each other's games by watching, helping or commentating and behave well. The welcome song makes sure everyone; including visitors are greeted by name and valued. Children confidently speak up, often answering questions playfully. The attention taken to practising phonic letter sounds, writing and labelling work supports children's early literacy skills well. Children are eager to share and talk about their creative work, because staff show pride in their achievements. As a result, children grow in self-esteem, which promotes their sense of security, emotional development and identity.

Children use numbers and the language of mathematics as part of their play and daily routines. They count how many children are present, how many plates and cups they need at snack time and how many toys they have. They compare how tall they are and know what being the biggest means. Some large group activities are used well to encourage the more able children to predict, add, subtract and learn through their mistakes. As a result, older children practise their skills, and younger children learn by watching and listening. Children demonstrate a keen interest in technological toys and equipment such as the remote control car and talk to adults describing their use of computers at home. A small group of children have access to the school's computer suite each week. However, this is not sufficiently regular to ensure all children learn or extend their skills, for example, by manipulating a mouse or using a keyboard to progress through computer programmes that support their learning overall.

Children build and construct using a range of materials. They fit together train tracks and learn about shape and size as they complete complex jigsaw puzzles. Children handle a range of tools to develop their hand-to-eye co-ordination, for example as they spoon rice from one container

to another. They use brushes to spread paint and explore the effect of mixing different colours. Children manipulate dough with their hands, rollers and cutters to flatten, shape and cut it up into pieces. They learn to differentiate colours as staff ask them to choose, name and compare, which colour of card or paint they would like to use. Children represent their own ideas to personalise cards they make to go home. They celebrate special occasions by drawing pictures, colouring and writing on the inside pages. Children express their emotional responses to background music by moving rhythmically. On rainy days, when they cannot play out in the playground, they enjoy stretching and dance sessions as staff provide a clear space indoors by moving aside tables and chairs. However, children have no access to large apparatus to climb upon and extend their physical skills.

Staff have a sound knowledge of the Foundation Stage and use their knowledge of how young children learn to achieve a balance between adult-led and child-initiated activities. They plan a range of activities that are suited to the ages of children in their care. They are not seeking out relevant information from parents about what children already know, can do and understand on entry to the setting. As a result, they are not always sufficiently aware of some new children's stages of development and do not set challenging or realistic targets to make sure they meet children's diverse needs. Individual targets for children's development are not used effectively to influence the future overall planning of activities. Planning reflects the community the children come from and encourages children to find out more about the wider world they live in, including the natural environment. All staff have high expectations of behaviour. They encourage children to be caring and thoughtful by being good role models in everything they say and do. Staff make effective use of space and the resources they have available to them.

Helping children make a positive contribution

The provision is satisfactory.

Children and members of their family receive a warm welcome and help to settle into the pre-school community. Introductory visits ensure important information about children is recorded and understood by staff to help them settle. Staff also work with teachers from the school to help children make the transition into full-time education. Children are valued by staff who are sensitive to their feelings and offer guidance when minor disputes arise. Careful monitoring during free play ensures their patience is rewarded when children show enthusiasm for helping tidy away toys and equipment.

Staff plan a range of activities to enable children to learn about their own community and the wider world. They celebrate a variety of festivals from Chinese New Year to Stargazey Pie. They also talk about special days held locally, such as Flora and St. Piran's Day and read stories written by local writers that mention places the children know well. As a result, children learn respect for their own culture and the culture of others. Children handle a wide range of resources and that show positive images of gender, ethnicity and disability. Spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. They receive a leaflet about how the setting runs with an invite to visit and read policies and procedures in detail. Regular newsletters, notices and verbal feedback keeps parents up-to-date with their child's activities and well-being. Meetings to share more detailed records of children's achievements take place once a term. Planning is displayed on a notice board within the hall alongside other important information. Parents are not encouraged to share what they know about their child's learning to influence individual targets for future development and the planning of activities to meet their developing needs. The setting has a policy to deal with complaints, but it requires updating to have regard

for the latest good practice guidelines. Important details about children's care needs and personal information is sought and recorded by staff on enrolment.

Organisation

The organisation is satisfactory.

Suitably qualified and experienced practitioners look after the children. They show commitment to continuous improvement and make time to attend relevant training to update their knowledge and skills. All those working directly with children are suitable to do so and good adult to child ratios are maintained at all times to make sure children are safe. However, the registered person has not notified Ofsted about significant changes, in this case changes in the membership of its management committee. That means that Ofsted has not carried out appropriate checks on their suitability, which places children at risk, and is a breach of regulations. The committee do not check that their policies are fully implemented, for example, the described key worker system is not in place. All the required documentation is in place but some policies and procedures require updating to meet the latest guidance and good childcare practice. Personal details are kept stored away in lockable cupboards, which maintain staff and children's privacy.

Leadership and management are satisfactory. The registered person relies heavily on staff to carry out management duties and reflect on their own practice to identify areas for improvement. The manager is solely responsible for recording observations and setting targets, which means that other staff are not as well informed. The manager makes good use of curriculum support materials to plan a wide range of activities suitable for the ages of children. She shares the short-term plan of activities each day to ensure each member of staff knows their role and responsibilities. Insufficient time is set aside for all the staff to meet together and plan future activities based on the needs of individual children or to develop further the establishment of effective teamwork and sharing of key worker responsibilities.

Improvements since the last inspection

At the last care inspection the provider agreed to: create an induction and appraisal system for all staff members; devise a system to ensure that children are unable to leave the premises unsupervised and that adults cannot enter unannounced; devise a system to provide good information to volunteers and committee members about their roles and responsibilities; devise systems that enable parents to be both fully informed about the setting, including policies and procedures, and to receive regular information on their children's progress; ensure that all records relating to day care activities are readily accessible, stored securely on the premises and available for inspection at all times; ensure that children are kept safe and secure when playing outside; ensure that the first aid box and its contents comply with Health and Safety (First Aid) Regulations; ensure that there is a sufficient range of appropriately sized furniture available for children's use; and, request written permission from parents for seeking emergency medical advice or treatment, and before administering medication to children. The setting has taken action on all the recommendations made, which is reflected in the overall improvement in the standards of care. However, the committee is still not fully aware of its role and responsibility in the management of the provision, which has led to a breach in regulations.

At the last nursery education inspection the setting agreed to: improve staff's knowledge and understanding of the stepping stones and the purpose and use of assessments; improve the long, medium and short term plans to ensure all aspects of the six areas of learning are covered; and, establish a system to monitor and evaluate the work of the staff team. The staff have improved their understanding of the stepping stones and purpose of assessment through their

attendance at a range of training events and by gaining relevant professional qualifications. Plans of activities have improved and now include a variety of experiences for children across all six areas of learning. A system to monitor and evaluate the work of the staff team has been established and appraisals are now used to identify relevant training to improve the outcomes for children.

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):

- make sure all drinks offered to children promote their good health
- update the child protection policy to ensure the correct procedure is followed in the event of any allegations of abuse or neglect being made against a member of staff
- update the complaints procedure to have full regard for the changes in regulations dated October 2005
- devise a system to make sure Ofsted is notified of significant events, including changes in the management structure that require the regulator to carry out appropriate checks on their suitability.

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):

- provide large equipment, such as a climbing frame, that offers a range of challenges to help children gain confidence in what they can do
- provide children with regular access to computer technology so they can continue to develop their understanding of its purpose and to support their learning overall
- work in liaison with parents to set challenging targets for every child and use these targets to influence the overall planning of activities and promote learning.

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