

Gorran Pre-School

Inspection report for early years provision

Unique Reference Number	509092
Inspection date	17 July 2007
Inspector	Sarah Jane Wignall
Setting Address	Gorran School, Gorran, St. Austell, Cornwall, PL26 6LH
Telephone number	01726 842 595
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Registered person	Gorran Pre-School
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?

Gorran Pre-School is a committee run group. It opened in 1977 and operates from an independent building in the grounds of Gorran Primary School. It is situated in the village of Gorran, in Cornwall. A maximum of 20 children may attend the pre school at any one time. The pre-school is open every day from 8.45 until 12.00 during term times only. All children share access to a secure enclosed play area.

There are currently 23 children from two to four years on roll. Of these 14 children receive funding for early education. Children come from the local area.

The pre-school employs three members of staff. Over half the staff hold appropriate early years qualifications and all staff are currently working towards further qualification. The setting receives support from an advisory teacher from Family Services. They are members of Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit as they are cared for in bright, warm and welcoming premises. They follow established daily routines such as washing hands before snack time and after messy play. Children are provided with hand wash and individual paper towels which limit the risks of cross infection. Staff keep the premises clean and ensure that tables are wiped before a change of activity. Sufficient staff hold current first aid certificates and they keep suitable accident and medication records. The first aid kit does not contain all the required items and the fridge and microwave are not regularly cleaned.

Children are provided with a healthy range of snack foods each day. Good links with the adjoining primary school mean that children have access to fresh fruit each day as part of the schools healthy eating initiative. Children enjoy fruits such as apple, banana and melon. They are provided with milk or water to drink and staff ensure that water is available after physical exercise outdoors. Information about special diets and allergies is recorded.

Children benefit from access to good amounts of outdoor play space. They regularly enjoy running, hopping and skipping as they practise for their sports day. Children learn about bodily changes as they listen to their heart beat both before and after exercise. Children can pedal and push as they ride on bikes. They show good spatial awareness as they move within the play room and sit on designated cushions at circle time. Children are competent when using a range of one handed tools such as scissors and glue sticks.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in one room in an independent building in the school grounds. The main entrance door is kept locked during sessions but the adjoining door into the other room is unlocked, compromising children's safety. Staff undertake daily checks of the premises to ensure suitable safety measures such as socket covers and heater guards are in place. Children learn about fire safety as they practise fire drills often with the school. Children are protected as all fire and electrical items are serviced to ensure their ongoing safety and suitability. Staff supervise children well when playing indoors and out.

Children are provided with an adequate range of toys and resources. Staff check that resources are safe and suitable and they are regularly cleaned. Children learn about safety as they are reminded to follow simple safety rules such as sitting sensibly on their chairs and lining up to walk safely outdoors.

Children are protected as staff have an adequate understanding of child protection issues and are aware of agencies to contact for advice or referral. The child protection policy and procedure have recently been updated and the new chair of the committee is making herself familiar with the processes.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Young children are well settled and confident within the setting. Staff ensure that young children are included and can participate in all the available activities. Most children separate easily from parents and carers and enjoy the opportunity to play with their friends. Some young children are learning to recognise their name as they self register at circle time.

Nursery Education

The quality of teaching and children's learning is satisfactory. Staff are gaining confidence and they plan sessions that offer a good balance between adult led and child initiated play. The play room is suitably laid out to include different areas of learning such as role play, book corner, creative area and a literacy area. Children are confident and interested as they make choices about where they would like to play and they move around the play room independently. Staff deployment is effective in offering children appropriate support as they engage in different activities. Staff use long, medium and short term plans to help guide sessions and give a focus to the learning. However assessments are not completed regularly enough in order to establish children's progress and help plan sufficiently for the next steps in learning. As a result older more able children are not sufficiently challenged.

Children have very good relationships with staff and each other. Many children play together often following a theme in role play. Older children help and support younger ones particularly at snack time where they pour their drinks for them. Children are learning to share and take turns and they wait patiently for their turn in a picture game or to run down the track during outside play. Children are gaining independence as they help themselves at snack time and select craft items when junk modelling. Children have lots of opportunities to write and make marks, and they particularly enjoy writing invitations to younger children to accompany them on their summer trip, or writing out orders in the beach café. Children enjoy listening to stories and join in when it is time to count the number of animals on the page. Children do not have sufficient opportunities to gain an understanding of different sounds and the link between sounds and letters.

Children learn about shape and size as they construct with different sized blocks and complete jigsaw puzzles. They learn about position as they turn in different directions when playing outside with the parachute. Children have some opportunities to learn to count and recognise numerals, such as counting raisins on a plate at snack time and counting the animals on a page during story time, but this is not always extended for older more able children. Daily routines such as snack and circle time are not used effectively to extend children's mathematical understanding.

Children learn about texture as they model with clay. Staff extend their understanding as they ask them to observe and describe the changes as the clay dries on their skin. Children use junk to create models of cars and trains as they discuss different forms of transport. Children learn about growth and change as they plant seeds in the local village and see the changes as they grow into flowers. They are enthusiastic as they use their imagination to play cafes and buy and sell ice creams. They enjoy being creative with paint and when asked can describe their picture in detail. Overall children make sound progress in their learning.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit as they are cared for in a small community group and by a consistent staff team that know them well. Staff make use of initial entry profiles to help establish a starting point and outline individual needs. Children benefit from the strong links the setting has with the school. They are able to make use of school facilities such as the sports field and IT resources. Occasional shared play times help older children in their transition up to school. Children learn about their local community as they visit historic houses and gardens and go on regular trips to places of interest. They have some opportunities to learn about the wider world as they celebrate festivals and traditions within the curriculum.

Children behave well. There is a relaxed and comfortable atmosphere in the group and children are aware of the expectations for behaviour. Staff encourage children to be independent when using the toilet, washing hands and serving themselves at snack. Children help when it is time to tidy up and they are sensible when sitting at circle time or going outside to play. Staff reward children with lots of positive praise and encouragement helping to raise children's self esteem and making them feel valued and included.

The partnership with parents and carers is satisfactory. Staff encourage parents to be involved with the group as they run a daily parent helper rota. They also encourage parents with special skills to share these with the children. New parents are given an informative prospectus outlining the running of the pre-school and this gives some information about the Foundation stage and the six areas of learning. Medium term planning is displayed on the notice board for their information. Staff share information with parents both verbally and through occasional meetings where development records are discussed. However staff do not use these meetings as a way of obtaining additional information about progress at home, or use this information to help guide planning and target setting. The pre-school fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

Children benefit as they are cared for by consistent and qualified staff. Staff are keen and committed and both the assistant and deputy are currently studying the foundation degree in order to increase their knowledge and skills and develop practice at the group. Effective use of a parent helper at each session helps staff focus more of their time with the children. Children benefit from established links with the adjoining primary school where initiatives such as healthy eating are having a positive impact on the pre-school. The newly formed committee are in the process of confirming the suitability of all members and staff. Robust recruitment and vetting procedures are not yet fully operational. Adequate policies and procedures are in place but these are not well organised or easily accessible.

The leadership and management of the pre-school are satisfactory. The setting is managed by a committee made up of parents and some school staff. The committee are gaining an awareness of their roles and responsibilities and working through established systems to ensure all requirements have been met. The committee are keen to develop practice at the group and are supportive of the staff. Day to day running of the sessions is in the hands of the play leader who seeks occasional advice from outside agencies and attends training on current and forthcoming initiatives and topics. The committee ensure regular meetings take place where they keep informed of issues or planned developments at the group. They are currently in the

process of fund raising and planning for the development of their outside play area. A basic staff appraisal system is in place but there are plans to develop this, alongside the school appraisal system. 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 ensure that all staff details and records are readily available for inspection and that staff and committee complete relevant documentation and inform Ofsted of all relevant persons caring for children. They were also asked to record details of staff and adults on the premises, to obtain written consent for emergency medical treatment and advice and to review activities and furnishings to ensure they meet children's individual needs and develop their learning.

At the last nursery education inspection they were asked to ensure groupings of children allow them to receive a balanced curriculum and make good use of the range of activities and equipment and to use assessments to influence planning and to develop language, literacy and mathematical skills through play. They were also asked to provide opportunities for parents to contribute to the assessment of children.

The committee are currently updating records to ensure all relevant checks are in place. They have informed Ofsted of new committee members. Most staff records are in place but they are not well organised. Children are protected as daily registers record children and staff on the premises and a visitors book is in place. Consent for emergency medical treatment and advice has been obtained and children have access to a suitable range of activities and furnishings. Children benefit as they are grouped appropriately at most activities and they are able to make some choices about their play. The use of assessments is not thoroughly established to ensure all children are sufficiently challenged. Staff share records with parents but parental contributions are not always used to influence planning.

Complaints since the last inspection

Since the 1st April 2004 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):

- ensure the premises are secure and children are unable to leave them unsupervised
- improve hygiene procedures by ensuring that the microwave and fridge are regularly cleaned. Ensure the first aid kit is suitably stocked
- ensure clear and robust procedures are in place to confirm the suitability of all staff and committee members. Ensure staff records and relevant documentation are well organised and easily accessible

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):

- use everyday routines and planned activities to increase children's understanding of maths and the link between sounds and letters
- ensure assessments are regularly completed and linked to planning and that planned activities offer sufficient challenge across all areas of learning
- develop links with parents and carers to include opportunities for parents to share information from home about children's abilities and progress. Use this information to help guide planning and set individual targets for development.

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