

Tregony Pre School and Playgroup

Inspection report for early years provision

Unique Reference Number	102975
Inspection date	26 November 2007
Inspector	Linda Janet Chauveau
Setting Address	Back Lane, Tregony, Truro, Cornwall, TR2 5RP
Telephone number	01872 530643 or 07815 500196
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Registered person	Tregony Pre School & Playgroup
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?

Tregony Pre-school and Playgroup is managed by a voluntary committee made up of parents of children attending the setting. It opened over 20 years ago and operates from a room sited within Tregony CP School. It is situated in the village of Tregony, Cornwall. A maximum of 24 children may attend the group at any one time. The group is open each weekday from 09:00 until 15:15 during term time only. All children share access to a secure enclosed play area.

There are currently 35 children from two to five years on roll. Of these, 12 children receive funding for nursery education. Children generally come from the local area and surrounding villages. The setting currently supports a number of children with learning difficulties and/or disabilities.

The pre-school employs five staff, one member of staff is studying for a relevant qualification. The setting receives support from an advisory teacher from Family Services and is a member of the Pre-school Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a healthy and nutritious snack each session. They enjoy choosing from a good variety including fresh fruits, vegetables, toast and savoury spreads. Staff encourage children be independent by serving and preparing their own snack and by pouring their own drinks; they use this time to develop children's table manners. Afterwards, children willingly wash and dry their own cup and plate, enabling them to learn the importance of good hygiene practices in everyday situations. Individual drinks bottles ensure constant access to fresh water. Children also have the opportunity to stay for a lunch club, either by eating a nutritious hot cooked meal provided by Tregony Primary School or by bringing packed lunches to eat on site.

Children's health is safeguarded as staff hold current first aid certificates, complete required accident and medication records and take note of individual children's health and dietary requirements. These records are shared appropriately with parents to ensure children's well-being. Staff follow good hygiene practices in order to keep the areas used by children clean. For example, they wipe surfaces used by children regularly throughout the session and follow good hygiene procedures when changing children who wear nappies. Children are becoming independent and confident in their personal care, visiting the toilet and washing their hands with minimal adult support. Staff ensure that children are able to access a plentiful supply of disposable tissues to wipe runny noses, which reduces the risk of cross infection through childhood sniffles. Children learn to look after themselves, for example by putting on raincoats and Wellington boots before going outside to play.

Children learn about keeping healthy by enjoying physical exercise. They regularly play in the fresh air irrespective of the weather, wearing wet weather clothing provided by the group and hold umbrellas to keep themselves dry, as they run and splash in puddles. They enjoy kicking the leaves and the rubber shavings that form part of the safety surface for large play equipment. They use the sturdy wooden climbing frame and slide to develop large muscles. Children develop hand to eye co-ordination as they competently use a range of large and small equipment, for example, paintbrushes, scissors, rollers, construction sets and bikes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure and welcoming environment. The group have sole use of a classroom within Tregony School. Colourful examples of children's artwork and lively murals decorate the walls making the room child-centred and inviting. Staff organise the room effectively to provide children with good opportunities to move around freely and in safety between activity areas. They easily access resources from clearly labelled and presented child-height storage units. Children play with a good variety of well-presented toys and equipment that is safe, suitable and age-appropriate. Outdoors, children play in a very well laid out area, benefiting from access to challenging play equipment sited on suitable safety surfaces.

Staff ensure that the playroom is a safe and child friendly environment. Children benefit from a good range of safety measures, for example, external doors are fully secured and staff carry out rigorous health and safety checks each day before children arrive. Staff have assessed and monitor hazards to children on the premises and on planned outings, ensuring that risks are minimised. When playing outside staff use good levels of supervision to ensure children are

kept safe from potential hazards. Children learn to take responsibility for their own safety, for example by knowing that they should wear safety goggles when playing with sand.

Children are protected from possible abuse or neglect. The manager co-ordinates child protection issues, she has a sound understanding of the procedures to follow. The child protection procedure and incident record keeping systems are designed to keep children safe from harm; however, the group's child protection policy requires updating to reflect changes in terminology. The pre-school has access to government guidance and local authority support information to enable them to make a prompt referral should the need arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages arrive happily and settle quickly. Children who attend afternoon playgroup sessions enjoy their time at the group, taking part in a good variety of play activities, which are relevant to their ages and capabilities. Staff are aware of the guidance, the Birth to three matters framework and refer to these documents in their planning. Staff use initial registration times to introduce children to the choices available for each session, encouraging them to make independent play choices from the range of activities set out for them. Staff reinforce children's learning by encouraging children to review and recall their mornings activities regularly throughout the session.

Children receiving funded nursery education have many opportunities to achieve and make good progress due to the staff's understanding and use of the Foundation Stage curriculum to plan an environment for care and learning. Children are enthusiastic and eager to participate. Children have warm and friendly relationships with staff, and enjoy chatting with them and to each other. Children are well behaved, staff show lots of interest in them, giving plenty of praise and encouragement throughout the session and as a result, children develop in confidence and self-esteem.

Nursery Education

The quality of teaching and children's learning is good. Planning is comprehensive and links to the stepping stones towards the early learning goals. Staff use information provided by parents on their child's capabilities at registration, in conjunction with the knowledge that they gain through children's attendance from the age of two years, as a starting point to monitor progress. Children's key workers focus on specific attainment activities each week and all staff observe, monitor and record children's progress in shared files; this information is transferred to children's individual developmental records and used to plan the next steps in children's learning.

Children are confident and are learning to co-operate whilst playing with each other. They enjoy taking part in group activities and are developing their levels of concentration when listening to stories. Lively discussions take place at registration time when children are keen to contribute their own thoughts, talking about Hanukkah candles leads to a discussion on safety, getting burnt, visits to the hospital, birthday cakes and fireplaces. Children are learning to recognise their own name; they find name cards to self-register on arrival. Staff introduce the initial sounds of letters in fun activities such as finding 'treasure' buried in shaving foam and helping children to realise that all the 'treasure' starts with the same letter sound. Props in the role-play area help children to practise emergent writing, for example, using a clipboard to mimic the manager who has just taken the register of children's names. Clearly labelled

storage boxes with visual clues, help children to understand the purpose and meaning of words. Children enjoy listening to stories in large groups, a book about light leads to discussion on sunlight being bad for eyes, the darkness and going to bed.

Children learn about mathematics, adult led activities teach children about number, shapes and counting. Colourful wall displays around the room show children how number is used in everyday life. Children have access to technology; staff assist children to complete simple computer programs. They have regular opportunities to develop their design and building skills, using small construction sets indoors and big blocks to build in the outside play area. Visits in the local community such as the nearby retirement home and fire station help children appreciate their home environment, and planned activities, such as celebrating the harvest and learning about Hanukkah, teaches them about their own and other cultural traditions.

Children develop their imaginations by using small world play, cars and dolls houses in the well-presented role-play area. They use a variety of media and materials to explore colour and textures, for example shaving foam, paint and play dough. Children are fascinated to find magic paintings emerge when painting over invisible pictures made using candles to draw on white paper. Staff spend time with children at these activities, interacting to extend their learning, for example, after children make 'candles' with dough they encourage children to think what other objects have the same cylindrical shape and children make the connection of the shape to table and chair legs. In large groups, they sing and dance, freezing to the spot when playing musical statues.

Helping children make a positive contribution

The provision is good.

Children settle easily at the pre-school and benefit from good levels of support from all staff who show that they know children well individually. All staff act as positive role models and lead by setting clear examples. Children respond quickly to staff and happily follow simple instructions, for example when washing their cups and plates mid-morning and when putting on coats before going outside to play. This helps children to gain a sense of achievement and independence. Children are forming good friendships, they are considerate of each other, help their friends and play happily and harmoniously together.

Children learn about their local community and the wider world. For example, the local coast guard has visited the group and children have taken many trips off site to visit local farms, their church, and the doctor and dentist surgeries. Planned activities such as exploring Hanukkah celebrations help children to understand about cultures different from their own. The pre-school has very good links with Tregony Primary School's reception class, which is the next classroom to them, and children benefit from visits to and from the class in order to pave the way for transition from pre-school. The group have good experience of supporting children with learning difficulties and/or disabilities and work well with parents and professional support agencies to develop care and education plans. Staff actively use signing within the group and children are learning from them, helping to integrate and communicate with children who suffer from speech or hearing difficulties. The setting fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. New parents receive a comprehensive prospectus providing detailed information about the operation of the group and complete registration and consent forms, which provide staff with relevant information on children, enabling them to provide appropriate care. The prospectus provides little explanation about the nursery education

programme. Staff aim to develop friendly relationships with parents, ensuring regular verbal exchanges of information take place. Each child has a pre-school bag, which staff use to send home letters, information for parents and examples of children's work, thereby ensuring a steady flow of communication. A notice board provides parents with operational and curriculum information. Newsletters provide parents with basic information on the education curriculum but do not offer suggestions to develop children's learning at home. Staff complete comprehensive records on children's progress, which are used to plan the next steps in their learning. Parents are invited to look at these records on an informal basis and at annual review meetings, but do not have more regular opportunities in which to contribute their views of their child's progress and capabilities.

Organisation

The organisation is good.

A voluntary committee runs the pre-school. An experienced manager leads the staff team, who work well together to provide children with a stimulating environment for care and learning. The recently appointed committee are aware of their responsibility towards staff. The operation and organisation of the setting is underpinned by a set of policies and procedures, written to demonstrate how National Standards will be met. Some policies do not reflect most up to date information and some do not clearly relate to this setting. However, the committee are in the process of reviewing all operational aspects of the group. Staff are experienced, appropriately qualified and committed to on-going professional development. They have a clear understanding of their roles and responsibilities within the group and, as a result, children are safeguarded, well cared for and the setting operates successfully. The setting meets the needs of the range of children for whom it provides.

The leadership and management is good. The manager and her staff use time and resources well to provide a good environment for children. The suitably planned curriculum, which is understood and effectively implemented by staff, means that children are stimulated and engaged throughout the session. The manager is responsible for planning and evaluating the education programme in consultation with her staff team. She has received some support visits from local authority staff, who have made suggestions on improving the sessions. Staff work well as a team, they all share responsibility for presenting the session and clearly understand how the activities provided and their contributions will help children to progress successfully. Staff attend training events organised by the local authority to update their skills and knowledge. Good links between Tregony Primary School's reception class and the group helps implement a smooth transition from pre-school to reception class.

Improvements since the last inspection

At the last inspection, the group were asked to improve children's safety by providing first aid equipment in the outside play area. The placing of a first aid kit in the entrance area next to the outside play area means that staff can respond quickly in the event of an accident taking place whilst children are playing outside.

The group also were asked to improve aspects of the nursery education programme. Record keeping systems used by the group provide pictures of children's developmental progress and are shared with parents once a year. This is an area for further development. Children are now encouraged to use calculation in meaningful ways, for example at snack times and planned adult led activities help develop children's understanding of number, calculation, shape and space. Staff now use snack times to help children develop personal, social and emotional skills.

Complaints since the last inspection

Since 1 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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 that all operational policies and procedures are regularly reviewed and clearly relate to the operation of the setting

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 parents with information about the education programme. Continue to develop the systems for working together with parents in order that they are kept up to date with their children's progress and can become involved in their children's learning in meaningful ways.

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