

# Halwin Community Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	103059
<b>Inspection date</b>	22 November 2007
<b>Inspector</b>	Nicola Jayne Pascoe
<b>Setting Address</b>	Halwin School, Porkellis, Wendron, Helston, Cornwall, TR13 0EG
<b>Telephone number</b>	01209 861384
<b>E-mail</b>	
<b>Registered person</b>	HALWIN TRIPLE TREE CENTRE
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 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?

Halwin Pre-School is a committee run group which opened in 2000. It operates from a self-contained building, set within Halwin Primary School grounds. They have their own enclosed outdoor play area and shared use of the school playground and field. The facility is situated in a small village in between the towns of Falmouth and Helston, in Cornwall and serves the local rural community.

A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 11:45 during term-time. There are 28 children from two to under eight years on roll. Of these, 16 children receive funding for nursery education. The pre-school currently supports a number of children with learning difficulties and/or disabilities.

The pre-school employs four members of staff, of these three members of staff, including the manager hold appropriate early years qualifications. The setting receives support from the local authority, Pre-school Learning Alliance (PLA) and Kernow Association of Day Nurseries (KADN).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children benefit from the use of clean and hygienic premises, toys and equipment. Sand in the outdoor tray, is clean and covered when not in use. Children follow established routines for hand washing before snacks and after messy play. They demonstrate their familiarity with this practice and also show their increasing levels of independence, when they freely access the hand washing facilities at other appropriate times during the session. Adults make this practice enjoyable, by having fun and blowing soap bubbles with the children. There is an inviting and comfortable quiet area available for children, where they can read books and chat to their friends if they are tired.

Children who are sick or injured, benefit from being cared for by adults who are qualified in paediatric first aid. Medication is stored and administered appropriately and children's health records are shared with parents and carers. Children enjoy daily opportunities to benefit from fresh air and physical exercise outdoors in the pre-school garden, school playground and field. Adults ensure that children wear appropriate clothing to protect them from the weather. They discuss the importance of keeping warm in the cold weather, with the adults who are supervising them. Food and drink is stored, prepared and served hygienically and appropriately in the pre-school kitchen. Children enjoy free access to fresh drinking water at all times, as it is stored in a jug next to children's cups in the play room. A selection of fresh fruit, dried fruit and vegetables are provided at snack time. Children sit in small groups, at a table covered with a pretty cloth, to enjoy a sociable and pleasant refreshment time during the morning. Adults use this time effectively to promote children's awareness of the benefits of developing healthy eating habits and to promote good manners.

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

The provision is good.

Children's safety is maintained through effective use of written risk assessments. Adults are vigilant and follow daily routines to visually assess the premises, toys and equipment. The pre-school is kept secure, to ensure that children cannot leave the premises unsupervised and unauthorised persons cannot enter. All visitors are closely monitored. As a result, children benefit from use of a safe and welcoming indoor environment. Children practise regular fire drills with adults, in order to develop their confidence and familiarity. A record of these drills is kept for monitoring and evaluation purposes. Appropriate fire safety equipment is in place and is regularly maintained. There is sufficient indoor space to allow children to move safely without risk of trips or falls.

Children have use of an extensive range of equipment, toys and resources, which are in good condition. There is sufficient storage for resources to ensure that areas are not cluttered or hazardous. However, the shed in the outdoor play area has glass in the windows, which presents a potential hazard to children. Suitable procedures are followed to ensure that children are escorted safely on trips and outings. Children are supervised appropriately for their age and stage of development. Adults demonstrate confidence in their ability to identify, record and report any child protection concerns in accordance with the local safeguarding procedures.

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

The provision is good.

Children benefit from the extensive range of interesting and age appropriate toys, resources, tools and equipment which are made freely available to them at all times. They enjoy the free-flow between the indoor and outdoor environment and make very good use of the outdoors for learning. All children are busy and occupied in purposeful and worthwhile activities throughout the session. They have developed the ability to negotiate and cooperate well to maintain harmonious relationships. Children enjoy small group play in the high quality role play areas. They particularly relish the newly created 'clothes shop', where they serve their customers, count money, display the stock attractively and clean thoroughly with dusters and mops, to keep their shop clean and attractive to passers by.

Outdoors children engage in a game of skittles, recording their individual scores on a chalk board and discussing and agreeing the rules of the game. They use plant mist sprays to create wonderful 'spray paintings' in an assortment of primary colours. Children initiate dancing in the 'Handa's House' area, where they listen to their favourite music and dress up with their friends. They enjoy a social snack time, when they explore healthy foods and engage in lively discussion. Children enjoy involving adults in their sensory play with corn flour 'gloop' play, adults interact very well to maintain children's interest and to promote their learning.

Nursery education.

The quality of teaching and learning is good. An effective key worker system is in place which ensures that children's individual abilities are identified and respected. Children's observation and assessment records contain useful levels of information. However, children's individual 'next steps' are not specifically linked to future planned activities. As a result, adults do not currently plan regular opportunities for children to be sufficiently challenged, in order for them to make progress towards their individual target. Adults demonstrate a good knowledge and understanding of the Foundation Stage curriculum and make use of appropriate stepping stones. Planning records show that children receive regular opportunities to develop their learning in all areas.

Children are confident users of information technology equipment and benefit from a range of age appropriate computer programmes. They freely access a selection of mathematical resources as and when they wish. However, there are insufficient daily opportunities to explore the use of math to solve problems. Children are very creative and have use of a vast amount of interesting materials and tools with which to create collage, paintings and models. They initiate mark making activities when drawing, making lists and writing letters. They enjoy physical play indoors and out, dancing to music, climbing, riding bikes and playing skittles. They benefit from the freedom to enjoy fresh air and fun throughout the day. Overall children are making good levels of progress in most areas of learning.

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

The provision is good.

Children benefit from the close and trusting relationships they have formed with adults. The key worker system enables adults to liaise closely with parents and carers, to identify children's individual needs, preferences and abilities. Children are happy, settled and content in the pre-school environment. They demonstrate high levels of confidence and independence, as they move freely indoors and out, using all the facilities and resources as and when they wish.

They have access to a good range of toys, books and visual aids which positively promote an awareness and understanding of peoples differing abilities. They celebrate their own cultures and beliefs and those of others, through both planned and free play activities. Children with learning difficulties and/or disabilities and their families are supported well.

Children are very well behaved, polite, kind and considerate to one another. They follow the good examples set by adults, who promote age appropriate and positive methods of behaviour management. Children are rewarded for their good behaviour through high levels of praise and encouragement. The partnership with parents and carers is outstanding. The pre-school staff and committee demonstrate an excellent understanding of the importance of establishing and maintaining effective working relationships, to the benefit of the children attending. Key workers provide parents and carers with opportunities for daily verbal information sharing at the beginning and end of the session. The entrance foyer displays a high volume of practical and informative notices and leaflets for parents and carers to view at their leisure. On the recommendation of parents and carers, the pre-school have purchased two new information display boards and have positioned these prominently. These boards are regularly updated with the latest information. A 'comments' book is available in the entrance foyer and contains positive feedback regarding standards of care and education. Parents and carers are welcomed into the pre-school and are actively encouraged to be involved in their child's care and learning. Very regular one to one meetings take place with key workers to discuss children's records of progress. Overall, the pre-school, parents and carers have successfully achieved a continuation of the family unit within the pre-school environment. Social, moral, spiritual and cultural development is fostered.

## **Organisation**

The organisation is good.

Children benefit from being cared for by experienced, qualified and enthusiastic adults, who work extremely well as a team. Pre-school staff are committed to attending further training and development opportunities. They actively seek and welcome support and advice from the local authority. They monitor and evaluate their practice effectively to ensure that they are continually improving the standards of care and education. The committee are actively involved and supportive in their role. They ensure that appropriate suitability checks are completed, and have developed effective procedures for volunteer and student supervision, to protect children from unvetted persons. The pre-school ensure they keep up to date with changes through regular meetings and through reading early years publications.

The pre-school environment is organised well to provide safe, secure and comfortable areas in which children can rest and play. The registration system details the exact time of arrival and departure of the children and staff. There are suitable contingency arrangements in place in the event of an emergency or staff absence. All documentation is stored securely, updated regularly and is readily available for inspection. Confidentiality is respected and maintained. The leadership and management are good. The staff and committee work well together to provide an organised and efficient pre-school facility for the local community. They have established a close and effective working relationship with the school. As a result, children enjoy a smooth and effortless transition into school life. The reception teacher liaises with pre-school staff, visits the children and welcomes them into the classroom in the term prior to them moving. She also invites children to attend the 'learning together' sessions in the school. Pre-school children are actively welcomed to be involved in all aspects of school life. Overall the pre-school setting effectively meets the needs of the range of the children for whom it provides.

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

At the last inspection the pre-school was required to improve the vetting procedures to ensure that all staff and committee members have satisfactory clearance from Ofsted. Staff details now include this information and are readily available for inspection. The setting was also required to improve the child protection policy to include a procedure to follow in the event of allegations being made against staff members or volunteers. The documentation now includes a suitable procedure to follow in these circumstances. The pre-school also agreed to improve the equal opportunity policy to include a procedure to obtain relevant information from parents, and a procedure to enable effective monitoring of the implementation of the policy. This policy now contains all the relevant details. There is also evidence that all of the pre-school policies are now regularly reviewed and updated.

The pre-school was required to implement a system to record the fire evacuations and regular risk assessment of the premises. These are now in place and are effective in ensuring that the safety of the children is maintained. Staff were required to consider ways to further develop the children's interest in mark making, encouraging them to use emergent writing during a range of activities. Children now have free access to a good range of writing materials and use these during free play activities to make marks, draw pictures and make lists. Staff agreed to extend children's understanding and awareness of numbers by introducing them to simple, practical problem solving activities. Suitable planned activities are provided when problem solving activities can take place. However, there is no evidence that this is happening on a daily basis. Finally, the setting agreed to develop a system to identify and address staff training needs to ensure all children can be supported effectively. A staff appraisal system is now in place and is used effectively to identify future training and development. There is evidence that staff attend regular, early years training courses. As a result, children benefit from the increased knowledge and skills of the adults who are responsible their care and learning.

### **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**

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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 that the glass windows in the outdoor storage shed do not present a hazard to children.

### **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 the daily routine more effectively to provide children with opportunities to develop their use of mathematics and problem solving skills
- develop the cycle of planning, assessment and observation further, to effectively link children's individual 'next steps' to future planned activities, in order that they receive regular focused opportunities to be sufficiently challenged.

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)