

Wendron Pre-School

Inspection report for early years provision

Unique Reference Number	102793
Inspection date	09 October 2007
Inspector	Heather Tanswell
Setting Address	Trewennack Church Hall, Trewennack, Helston, Cornwall, TR13 0BZ
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Registered person	u/a
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 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?

Wendron Pre-School is a committee run group. It opened in 1991 and operates from the hall and lower room in Trewennack Church Hall. It is situated in a rural village close to the town of Helston, in Cornwall. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 until 11:45 during term times only.

There are currently 11 children from two to four years on roll. Of these, nine children receive funding for nursery education. The pre-school employs three staff. Over half the staff have early year's qualifications to NVQ Level 2 or 3, one member of staff is currently working towards a qualification. The setting receives support from an advisory teacher from the Local Authority Family Services and the Pre-school Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because staff implement procedures and practices, which meet the children's physical, nutritional and health needs. Children are well protected from infection. They play in clean premises where standards of good hygiene are maintained by staff. The kitchen and toilets are checked routinely before children arrive each day. Table tops and other surfaces are carefully wiped clean after messy play and before serving food. Children learn good hygiene routines regarding hand washing, to reduce the risk of infection. Staff hold current first aid qualifications, and records of accidents and medication are comprehensive.

Children thrive on the healthy snacks provided for them in sufficient quantities to meet their growing needs. They have a choice of fresh and dried fruits at snack time, accompanied by a drink of milk or water. They have constant access to fresh drinking water, to maintain good fluid levels. Children also taste a range of foods to widen their cultural experiences, for example, as part of a celebration for the Chinese New year, children tried eating noodles with chopsticks.

Children explore, test and develop physical control in daily activities, which contributes to their fitness and good health. They make good use of the spacious hall, where they run freely, push or ride wheeled toys, climb, and slide.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play securely, safely and independently, because staff are vigilant about locking outside doors and supervising children carefully as they move about the premises. Although there are no written risk assessments, the potential of accidental injury to children is minimised, because staff reduce potential hazards by checking the premises and equipment at the start of each day. Children learn to keep themselves safe. Every child takes part in a fire evacuation practice every half term, which ensures each one, knows what to do in an emergency.

Children use good quality equipment appropriate for their age and stage of development. Appropriately, positioned low-level units create specialist areas for types of play and provide children with access to a range of resources to support a range of activities. Staff work hard to make the basement area look bright and cheerful, and ensure children are out of harms way when large pieces of equipment are laid out and put away in the hall. Space is set aside for rest and relaxation in the book corner. As a result, children relax and play safely in the welcoming environment.

Children are safeguarded from harm by staff who have a very good understanding of their roles and responsibility to protect children. The setting has a comprehensive and fully up to date child protection policy, which ensures staff know exactly what to do if they have concerns about the welfare of a child in their care and their duty to support families.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled at the pre-school. They choose from a very good variety of worthwhile activities, enjoying free play, as well as structured adult lead activities. They

access a wide range of resources, such as role-play and small world equipment, books, construction kits, complex puzzles, art and craft resources, a computer, and sensory play with textured dough or paint.

Children play a full part in large group activities planned effectively to introduce and re-enforce all areas of learning, for example, during registration, children count, link a number of items matching the correct numeral, and record their findings about the date and days of the week. They concentrate very well, and respond well to questioning, showing confidence to share their experiences and ideas.

Nursery Education.

The quality of teaching and learning is good. Children are enthusiastic, curious and keen to learn. They seek out answers to their own problems, for example how to manoeuvre their car around the track when another vehicle blocks the bridge. Children use computer programmes designed especially to extend young children's knowledge overall, supported as required by staff who help them develop new computer skills and understand terms such as 'cursor'. As a result, they learn good hand to eye co-ordination, become computer literate and independent learners.

Children make good progress in literacy skills. They join in with familiar stories, sing all the words to their favourite rhymes, take part in conversations, recognise their own names and say and repeat initial sounds in their names and some other important words. Good use of a daily weather chart and calendar help children understand the purpose of using symbols in their daily lives and how to record their ideas and findings.

Children are adept users of tools such as crayons, brushes, hammers, rollers and cutters. They handle them safely, shaping materials, making patterns, and drawing recognisable shapes. They build and construct using a wide range of materials including large boxes, for example, to make a pirate ship and different types of machines. Children explore symmetry by painting and printing butterflies. They explore shape, patterns and learn mathematical language as they cut up fresh foods into halves and quarters.

Children enjoy singing familiar songs and engage in imaginative role-play, ably supported by adults. Children develop their creativity through many art and craft activities, including making hedgehogs using their hands to represent the spines. However, access to some resources and equipment that would further enhance their self-chosen learning is not immediate, for example, the writing table, where children enjoy drawing is not resourced with materials such as cello tape, envelopes, scissors, tape measures, an alphabet and numerals so that children can try out using other symbolic forms to express their ideas creatively.

Staff have a good understanding of the stepping stones toward to the early learning goals and how young children learn through practical experiences sometimes on their own, or in groups led by a more experienced adult. They gather important information from parents about what their child enjoys doing and is able to do as soon as they start at the pre-school. They build on this effectively planning a variety of meaningful experiences for children of all abilities. However, they do not always link assessments and targets for learning to the stepping stones, which means that targets they set for children's next steps in learning sometimes lack challenge for the more able child.

Staff make good use of all the space they have, encouraging children to move about independently choosing areas of play they find most interesting. Reference books are particularly

well used to enhance children's creative projects, and extend their vocabulary and understanding of the natural world. Staff bring children together to have fun in highly focussed, composed large group activities. Staff present themselves as gentle, quietly spoken role models for children. They have high expectations of behaviour. Children reflect these attributes well in their good manners, and the positive way they behave and approach learning.

Helping children make a positive contribution

The provision is good.

Children behave very well, due to the staff's calm, positive and consistent management of their behaviour. They learn about similarities and differences, as they use a wide range of resources that show positive images of others, including people with disabilities. They make everyday use of books, puzzles and dolls and celebrate a wide range of festivals, including Hanukkah and Christmas. All children and families are warmly welcomed and included. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children's care is very consistent, due to the pre-school's good systems for sharing information with parents. Parents complete an initial profile record on their child to enable staff to plan to meet their needs right from the start. Newsletters keep parents informed about management issues, events and activities. Further information is available on notice boards. Parents and carers are actively encouraged to become involved in the work of the group, by joining the committee and taking part in sessions, for example, by playing musical instruments and talking about a new baby to the children.

Policies are regularly updated and available for parents to read, and all records are shared appropriately. Staff provide details of the current topic. Children's progress records are always available, and shared routinely during private meetings. The information gathered from observations of children at home and at the setting is used well to set relevant targets for next steps in learning.

Organisation

The organisation is good.

Children benefit from the care of qualified and skilled staff who attend training to update their knowledge and skills. Staff are enthusiastic and committed to providing good quality care and education for young children. The premises are well organised and children carefully supervised according to their stages of development. Staff consistently interact with children to provide effective support and encouragement, which helps children feel secure and valued in their company. All the legally required documentation which contributes to children's health, safety and well-being is in place and reviewed regularly. The setting meets the needs of the range of the children for whom it provides.

Leadership and management are good. Staff meet regularly to plan to promote the welfare of children and provide worthwhile experiences to support their learning and development. Key workers who monitor children's achievements update assessments records and set targets for learning in co-operation with parents. Staff and management are clear about their roles and responsibilities to work as a team to monitor the quality of the provision, to work in liaison with parents and outside agencies, to identify areas for future improvements.

Improvements since the last inspection

At the last care inspection, the provider agreed to develop staff knowledge and understanding of child protection issues. Staff now have a very good understanding of their roles and responsibility to protect children from harm supported by a well-written and fully up to date policy.

At the last nursery education inspection, the provider agreed to improve the system for monitoring and evaluating long term plans to ensure that all areas of the learning receive sufficient coverage, and provide more challenges for more able children to extend their skills. Staff now meet weekly and make good use of their Local Authority curriculum planning system and the Curriculum guidance for the foundation stage to ensure all areas of learning are covered. The key worker system ensures more able children's needs are met, however further improvement in the organisation of some resources and the use of the stepping stones to record all funded children's progress and set targets would enhance children's learning further.

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.

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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):

- conduct risk assessments on the premises to ensure health and safety requirements are met.

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):

- make links between observations and targets for learning with the stepping stones to ensure activities are suitably challenging for all children
- improve the selection of tools and equipment available for children to use as part of their physical, symbolic and creative play.

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