

Crafthole Pre-School

Inspection report for early years provision

Unique Reference Number	102798
Inspection date	05 November 2007
Inspector	Anne-Marie Moyse
Setting Address	Sheviock Memorial Hall, Crafthole, Torpoint, Cornwall, PL11 3DF
Telephone number	07900 553116
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Registered person	Crafthole 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Crafthole Pre-school opened in approximately 1979. It is managed by a committee of parents and friends of the provision. It operates from two rooms within the village hall of Crafthole. It is situated about six miles from the town of Torpoint. The pre-school serves the local rural community and the Torpoint area.

There are currently 34 children aged two years to five years on roll. This includes 15 children receiving funding for their nursery education. Children attend for a variety of sessions. The setting currently supports children with learning difficulties and disabilities.

The group opens for five sessions a week during term time. Sessions are from 09.30 until 12.00.

The setting employ three full-time, and two part-time staff who work with the children. Four members of staff hold appropriate level three early years qualification. One member of staff is working towards her level three qualification, and the setting regularly have childcare students visiting the setting for their work placement. The setting receives support from Family Services, as well as from the local school. The group have been awarded the 'For one child and all children' quality assurance mark.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health and welfare is given high priority. Children play in a very clean environment where very good practice is followed by all the staff to minimise the risks of cross-infection. The staff ensure that all areas of the shared facility are thoroughly clean before children arrive, to maintain a very high standard. Children from a young age understand the importance of washing their hands after toileting and before eating. They are encouraged to be independent in their personal care, such as blowing noses and disposing of tissues appropriately. There are excellent procedures in place to support children should they be unwell and the staff are meticulous in recording accidents and ensuring the entry is countersigned by parents. Children's allergies and individual needs are recorded in detail, and shared with all staff to ensure children receive the appropriate care.

Children enjoy a healthy, nutritious, range of snack foods, which includes a variety of fruit and savoury items. Snack time is very well organised as the group is split, allowing all children to sit at the table together in small groups, promoting their social and language skills. Staff talk to children about healthy foods on offer, encouraging children to try new foods. Drinks are readily available throughout the session, allowing children to drink and maintain their fluid levels especially after physical play.

Children have excellent opportunities to be active and enjoy fresh air daily. The setting have a free flow policy where children can access the outdoor play area during the whole session. Children are confident in self-care, and understand the need to dress appropriately before they go outside, making good use of this area even in inclement weather. The play area is exceptionally well resourced with all areas of children's learning considered. Children enthusiastically work together on the rocking horse, ensuring that enough children play to balance the equipment. They spontaneously burst into songs and rhymes as they rock. Children's creative development is further supported as they explore the sounds on the 'kitchen utensil washing line', making as much noise as they like banging the saucepans and tins. Children are fascinated as they watch the flow of water passing along a system of guttering and hose pipes, concentrating and exploring the different combinations. Children can use a wide variety of small equipment to develop their ball skills or endeavour to pedal a trike. They enjoy and take pride in caring for their environment, watering the flowers and tomatoes grown in this area, or carefully putting out some food for the birds. Children's fine manipulative skills are developed as they thread ribbons through the spokes of a fixed bike wheel, or draw using the large chalks.

Children can also choose to be active when indoors, as a selection of large equipment is on offer. Children thoroughly enjoy developing their balance and climbing skills on the large climbing frame, exploring different ways of sliding and crawling through the equipment. They work together well with their friends to use the large 'hamster wheel' in a variety of play situations, developing their muscles and coordination in moving this cumbersome equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Vigilant, rigorous attention to procedures ensures that children are kept safe in the setting. A clear procedure is in place to ensure that children are secure and unable to leave the setting unsupervised. Clear information is given to the general public that a session is in operation and

there is no shared access during this time. The outdoor area is secure and safe, allowing children the freedom to visit this area independently. Staff supervise the children very effectively at all times, with clear systems in place to ensure that additional staff and support can be promptly provided if required in the outdoor area. Staff provide an excellent balance on allowing children to take measured risks, helping children to learn to manage their own safety. For example, numbers are limited when children use the indoor climbing frame by a bib system, and safety mats are securely in place. The children are then supervised from a distance with staff only intervening with children's play if they fool around.

The environment is extremely well organised and welcoming. Children have a good amount of space to safely move around in. They choose from an excellent variety of toys and resources, which are easily accessible, appropriate for their ages and in good condition. Staff regularly check all equipment for safety and cleanliness, when they set up the room each day. Children are learning how to keep themselves and others safe through relevant activities. For example, staff talk to children about firework safety, and how children must be careful when using sparklers, prompting children to tell each other of their experiences and how hot they can be. The children enjoy visits from organisations, such as the Royal National Lifeboat Institution, which helps to promote children's understanding of safety.

All documentation and procedures required to safeguard the children's welfare is in place and well maintained. For example, staff hold recognised first aid certificates, and records of risk assessments and action plans to minimise risk are precisely maintained. The setting shows a strong commitment to the ongoing training of staff with regard to safety issues, and they have recently attended Fire Safety training. All staff have a very good understanding of child protection procedures and their roles and responsibilities to promote children's welfare. Children's emotional wellbeing is also considered and discussed during activities that involve the use of puppets. This empowers children to be able to talk about any worries or unhappy feelings they may have.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children attending the setting are quickly developing confidence and independence. They are extremely keen to attend and proud of their group. On arrival, they readily become instantly engrossed in the activities on offer, such as settling down to play with the three coloured play dough. Children are warmly welcomed to the setting by the staff, who have a genuine interest in the children and their well-being. Children of all ages are confident to make choices and play independently. They thrive on the free flow play opportunities both indoors and outside, where equally stimulating activities are on offer. The children benefit from the mixed age group where older children willingly show younger children how to use equipment, and are good role models, promoting their self-esteem and social skills. The staff are well qualified and know the children very well. They use their knowledge to adapt activities to include the interests and abilities of the children participating, ensuring that all children are learning rapidly at an appropriate stage and level.

Nursery Education

The quality of teaching and learning is outstanding. Children are making excellent progress towards the early learning goals in all six areas of learning. Children are enthusiastic, confident and inquisitive learners. They relish the opportunity to choose what to do, becoming engaged and engrossed in their play. This allows children to experiment and develop their learning

through play, sharing their discoveries with the staff or other children nearby. Children benefit from the outside play area, which is resourced with materials and equipment to stimulate all areas of learning. This ensures that children who enjoy being in the fresh air, are learning in their preferred environment and style. For example, resources around the outdoor play area encourage child to count and match objects. Children play with the magnetic letters and leave messages on the board. Role play equipment is provided so children can develop their creativity and imagination. Children learn about gravity and speed as they race the cars down the slope in a piece of guttering.

Indoors, children benefit from the well organised environment, knowing where to find additional toys and resources such as the remote control toys. They are confident and join in with the planned activities or develop their own ideas using the resources on offer. The older children have a group activity time, where they are learning using a slightly more formal style. They sing songs and use their mathematical skills to tally their responses to their favourite colours. They use mathematical skills in practical situations, such as to count and calculate which is the longest line for snack time. Children are encouraged to share and work as a team when they play a find the number game, helping each other recognise the correct number. Books are used very well by all children, both in group activities and independently. Children communication skills are developing rapidly as they have excellent opportunities to talk and listen to the adults and others. Children recognise their names during various activities and recognise significant letters. Older children are developing good phonic knowledge and confidently sound out and recognise the letters of their names.

Staff have an excellent understanding of the Foundation Stage Curriculum and how children learn best. They all contribute to regular assessments and observations of children's learning, sharing their knowledge effectively through team meetings. This information is well used to help develop the planned activities and each staff member ensures that children learn through the child's chosen activity.

Helping children make a positive contribution

The provision is good.

Children's behaviour is exemplary. They respond positively to the clear routines and high expectations of the staff. They enjoy particularly warm and genuine relationships with the staff, and are given ample praise for their efforts and achievements. They learn to share and take turns, in planned activities such as sharing the number fans. Children help each other to find and put on their coats, or take on the responsibility of special duties thoughtfully.

Through planned activities and discussions, children learn to respect differences and celebrate their own and other's cultures. Children's own cultures are beautifully portrayed in the children's file kept in the book area. This details important aspects of their lives and includes photographs of their home life, significant people, pets or toys. The children use this resource frequently to share and prompts discussion between their peers, developing their self-esteem and pride.

The setting works very well with parents, and have established close links. This contributes to an excellent exchange of information over each child's care and general well-being. Children with any learning difficulties and/or disabilities are very well supported by the setting and their link with external support agencies. Any incidents between children are promptly challenged and handled well by the staff, however, the group do not record behavioural incidents appropriately. Children's spiritual, moral, social and cultural development is fostered.

Parents are very pleased with the quality and the standards provided for their children at this setting. They receive good information through the policies and regular written newsletters and displays on what their children are doing. Parents are invited to participate in the running of the session through the voluntary helper system, which benefits both the parents and the staff.

The partnership with parents and carers for nursery education is outstanding. Parents are actively encouraged by the staff to participate in all aspects of their children's care and education. They complete excellent baseline assessments with the staff on entry to the setting and these are used effectively to plan the next step for the children. The staff are currently working, using the feedback from parents, to develop a more formal assessment system which includes parents own contributions to how children are progressing in their learning. They have introduced superb end of year reports which uses their observation and assessment records, and links the children's achievements to the six areas of learning. Parents are given ideas and suggestions on how they can continue children's learning at home, following on from the themes at the setting. Parents are encouraged to support children's learning by bringing in items of interest or helping children to extend their learning in the home. This partnership between the setting and the parents benefits the children tremendously.

Organisation

The organisation is good.

The children are very well cared for by a cohesive team of staff that are competent, have appropriate qualifications and a wealth of experience. The staff have very clear understanding of their roles and responsibilities and are deployed extremely effectively. Staff are appropriately vetted to ensure that they are suitable to work with young children and are committed to continue to up-date their knowledge by attending training events.

The group ensure that the shared facility is well-organised and meticulously prepared before children arrive, with an excellent range of stimulating play activities on offer during the session. The routine is well paced and has an excellent balance between child led and adult directed times, with staff adapting to the interests and needs of the children. The setting make excellent use of the facilities, providing children with superb choices. At times the children are split into appropriate groups, which maximises the opportunities for children to learn and have dedicated time with staff members.

All documentation is in place and regularly updated to acknowledge any changes. It is securely stored and maintains confidentiality. However, staff do not record incidents appropriately. The provision meets the needs of the range of the children for whom it provides.

The leadership and management is outstanding. The setting is lead by an able and committed practitioner who has strong management skills. The staff form a formidable team who are exceptionally well organised and have a clear understanding of their role in contributing to children's learning and development. The staff team link effectively with the committee who support and encourage further development of the provision.

Improvements since the last inspection

At the last inspection the setting agreed to ensure that all committee members were vetted appropriately and ensure that they had a good understanding of the National Standards, and their responsibilities. The current committee have all undergone or are the process of completing

the relevant checks. The nominated person has a clear understanding of her role and the purpose of the National Standards.

There were no key issues at the last inspection for nursery education, but the setting were asked to consider further developing the assessment system to provide more evidence to parents on how the children are progressing in their learning. The setting have reviewed their documentation and are continually adapting it to meet with the changing requests from parents.

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):

- review the procedure and documentation of all incidents at the setting

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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