

Pencoys Primary Pre-School

Inspection report for early years provision

Unique Reference Number	EY265553
Inspection date	05 March 2008
Inspector	Samantha Powis
Setting Address	Pencoys Primary School, Loscombe Road Four Lanes, Redruth, Cornwall, TR16 6RB
Telephone number	01209 215203
E-mail	secretary@pencoys.cornwall.sch.uk
Registered person	Pencoys Primary Pre-School
Type of inspection	Integrated
Type of care	Full day 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?

Pencoy's Pre-School registered in 2003. It is run by a voluntary committee, who employ a manager and staff team to work directly with the children. The pre-school operates from several designated rooms within Pencoy's Primary School, in the village of Four Lanes, close to the town of Redruth in Cornwall. The setting serves the local area.

The pre-school is registered to provide care for up to 20 children under the age of five years. There are currently 47 children on roll, 33 of these are in receipt of funding for nursery education. The setting supports children who have learning difficulties or disabilities and those for whom English is an additional language.

The group is open five days a week during school term times. Sessions run from 09:00 to 11:30 and 12:30 to 15:00 daily, with a lunch club operating from 11:30 to 13:00. Children attend for a variety of sessions.

There are five staff members who work directly with the children. All hold recognised childcare qualifications to level 2 or 3, and some staff, including the manager, are working towards

gaining higher qualifications. The setting receives support and advice from teaching staff within the school and an advisory teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is very well supported through clear and effective procedures for hygiene. Children follow good hygiene routines, such as washing hands before snacks and after using the toilets. They confidently explain that they must wash their hands to get rid of any germs, demonstrating a secure understanding. Child friendly equipment such as foam soap and low level sinks encourages children to manage these routines independently. These procedures help to prevent the risk of cross infection. Parents are made fully aware of the policy regarding the exclusion of children who have an infection, which helps to prevent common illnesses being passed on to others. To support children's ongoing health, appropriate documents are kept for recording accidents and administered medication. All staff are first aid trained and have access to a well stocked first aid kit, this helps to ensure that any minor emergencies are dealt with appropriately.

Children benefit from being offered healthy snacks during the session. They are provided with a choice of nutritious items such as dried fruit, crackers, crumpets and fruit. Children can help themselves to water from their own drink container at any time if they are thirsty and are offered a drink of milk or water with their snack. Information is provided for parents offering healthy ideas for lunch boxes, further supporting children's health. Children participate in activities which encourage them to learn about the benefits of a balanced diet. They point to the paper plates of their favourite foods which are displayed on the wall, talking about the foods which are good for them.

Children benefit from having opportunities to engage in physical play both indoors and out. They enjoy running in the large playground and riding their bikes, developing an awareness of space. They take part in activities using balls, hoops and ropes, learning to throw and catch with increasing skill. Children engage in activities with increase balance and control. A child looks pleased with herself when a member of staff notices how well she can hop on one leg, without holding on to anything to support her like she used to have to do. Children have access to a range of small tools and resources to promote the strength and control in their small muscles.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children feel secure as they are welcomed into a child-orientated and safe environment. Areas are bright and stimulating, with lots of colourful posters and pictures on the walls. Furniture and equipment is arranged well to make activities and facilities easily accessible. Good consideration is given to ensuring space is available for children to engage in play or relax in comfort and safety. Children benefit from having access to a good range of well-maintained resources and equipment which are appropriate to their age and stage of development. This helps to ensure their safety as well as their enjoyment.

Children are protected due to thorough procedures followed regarding safety. Staff are pro-active in ensuring children's day to day safety is maintained. They are prompt to address

issues which may arise as children play. For example, staff quickly mop the area around the water tray when it becomes wet, to prevent children slipping. Daily visual health and safety checks are made on all areas used by the children to ensure hazards are identified and addressed. Good levels of supervision ensure children are safe at all times. Children are learning about safety. Staff are consistent in their expectations and explain these to the children to help them understand. For example, children are quietly reminded not to run indoors as they may bump into someone or fall. Children are taught how to use equipment safely, allowing them more choice. Staff talk to them about safe ways to carry the scissors, to prevent accidents happening. To protect children from the danger of fire, exits are clearly marked and a written emergency evacuation procedure is displayed. Although the procedure is practised regularly, timings of these drills does not ensure that all children who attend the pre-school participate. This means that in the event of an emergency, they would not all know what to do.

Staff have a good understanding of child protection procedures and are fully aware of the roles of individuals within the setting. They are familiar with possible signs and symptoms and know what to do if they have a concern. The written policy is known to staff, parents and the committee which ensures consistency. This helps to support children's safety and welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and having fun. They enter the setting enthusiastically and quickly settle to a chosen activity. Staff are present to welcome the children as they arrive, offering additional support to those who need it, reassuring both children and parents. Children are provided with a broad range of good quality activities and resources that contribute to their all round development, and allow them to feel proud of their achievements. They are busy and engaged throughout the session.

Children enjoy a good level of support from knowledgeable staff. They make good use of the Birth to three matters framework to support the needs of the younger children to promote their all round development. Staff are developing a system to monitor the progress of these younger children. Staff know the children well and use this knowledge to ensure activities are appropriate for them. Children benefit greatly from good quality interaction. Staff show genuine interest in what the children have to say and skilfully ask questions that get the children thinking, therefore enabling children to move on in their learning.

Nursery Education.

The quality of teaching and learning is good. Staff have a very good knowledge of the Foundation Stage curriculum and of children's needs. Clear systems for planning, assessment and evaluation ensures that children are offered a broad range of enjoyable and interesting activities which challenge them in their learning. Planning demonstrates that children are provided with learning opportunities in all six areas. However, the use of the outdoor area is not always well planned for, to further enhance children's experiences and learning. All staff members are involved in observing the children's progress and recording this to inform future planned activities. The key-worker system is effective in ensuring that staff get to know the children very well. This ensures that each child is challenged appropriately. Staff use a very good range of effective teaching methods to help children learn. There are lots of opportunities for children to select their own activities and direct their own learning. At these times, staff use skilful interaction and discussion to support their learning. For example, staff often join in with the play in the home corner, introducing number and language work as the children play.

The organisation of the sessions allows lots of opportunities for children to become fully engrossed in the activities they choose. For example, the cafeteria style snack time means children can choose when it is a good time for them to have their snack, preventing the need for all children to stop what they are doing.

Children have high levels of confidence and self esteem. This is due to the skilful approach of staff, who make sure they value any contributions the children make. Children form secure connections with staff members and approach them readily for support or to share their news. They feel relaxed with staff, often laughing loudly as they all share the same funny moment. Relationships with their peers are developing well due to the emphasis staff put on encouraging a caring and sharing attitude. Children learn to take turns and are becoming increasingly sensitive to the needs of others. They are learning to be independent. They are encouraged to have a go at putting on their own coats and are able to pour their own drinks at snack time. Children behave well and are polite when interacting with others. Staff act as good role models and promote the use of 'please' and 'thank you' throughout the day. Children speak clearly to each other, and are gaining confidence in speaking in front of a small group. They see lots of text within the play areas and are beginning to recognise letters and words that are familiar to them, such as their own names. Children use writing tools to make marks when engaged in a range of activities, demonstrating their awareness of using writing for a purpose. For example, the children write themselves a message on the notepad and make a shopping list of the ingredients they need to make the roast dinner when engaged in role play. The children enjoy books and stories. They share books together and inform others of their favourite parts of the story. They listen intently as they are read a story in a large group, enjoying the book which is an obvious favourite. They use language to communicate their thoughts to others. For example, a child invites another child to play with the sand when they notice the other child nearby.

Children use number and counting during practical activities. Their understanding of number order, value and place is extended well during group activities, where they count the numbers of children present. Children play fun games to learn about the names and properties of shape. They put their hands into the feely bag and use language to describe how the shape feels. Children engage in simple problem solving during their activities. They compare weights of ingredients as they are involved in cooking and use language such as more and less when sorting objects. Children use information and communication technology during their learning. They confidently use the mouse on the computer to move the objects on the screen so they match. Celebrations of local festivals are enjoyed, giving children a sense of pride and belonging. Activities about other festivals such as Chinese New Year help them to extend their awareness of the wider world. Children have lots of opportunities to explore media through painting, junk modelling and cutting and sticking. They decide what they wish to use and know where they can find these resources. Children enjoy painting freely using the brushes, their hands and fingers to create their own designs. Staff are quick to notice the children's involvement and ask them about the effects they have created, showing the children that they value their work. Children join in enthusiastically during singing sessions. They shake their pasty shaped shakers in time to the beat of the music, develop a good sense of rhythm. They sing out loud and confident to their favourite songs and rhymes often using the familiar actions as well.

Helping children make a positive contribution

The provision is good.

Children are cared for in an inclusive atmosphere where activities and resources reflect a multi-cultural society. When activities are planned, consideration is given to the needs of each child to ensure they can all participate at their own level. Detailed written information is sought

from parents about each child's individual needs, and is regularly updated to ensure accuracy. For example, consideration is given to children's dietary needs when providing drinks and snacks for all children. This ensures that their needs are respected and also that they do not feel excluded. Children are developing a secure understanding of their place within the local community. They learn about local festivals and events and join in with the celebrations. For example, to celebrate St Pirans Day the children make Cornish flags and use the hand-made shakers to play a marching tune. They feel very much part of the school community, and are included in many whole school events. Staff from the school are familiar to the children, calling in to see them during the day. This helps children to get to know them, making their transition from the pre-school to school an easy one. Children with learning difficulties or disabilities are well supported within the group. Clear arrangements are in place to ensure that staff work with parents and associated professionals to offer a consistent approach and meet each child's needs. The group has a special educational needs co-ordinator (Senco), who is very clear on her role and responsibility and has attended relevant training.

Children are polite and well behaved. Staff use effective strategies such as distraction and explanation and remain consistent with their expectations. Children receive lots of praise and encouragement and are familiar with the simple rules which are there to keep them safe. This helps the children to manage their own behaviour successfully. They are beginning to accept the feelings of others and are learning to share and take turns. Their kind actions or words are celebrated as staff help them to put their own leaf on the 'kindness tree'. Children's social, moral, spiritual and cultural development is fostered.

Partnerships with parents and carers are good. Detailed information is sought from parents, to help provide consistency for the children. Staff always allow time at the beginning and end of the session to give some feedback to parents, which promotes good communication. Termly open days encourage parents to come into the setting, to share information with a key-worker about their child's development and progress. This also offers them opportunities to talk about activities and learn more about how these support their child's learning. Parents are provided with information about the early learning goals and Foundation Stage curriculum, and have access to a copy of the planning. They also receive information about topics and events through newsletters, which helps them to support their child's learning at home. A simple prospectus is available for all parents when children first start, providing them with practical information and details of policies and procedures. This helps to ensure that both staff and parents work together to fully support children's care and learning needs.

Organisation

The organisation is good.

Children are very well supported in their care and learning due to the high ratios of well-qualified and enthusiastic staff, who get fully involved with children's play. All staff undergo detailed checks to ensure they are suitable. This helps to promote children's safety. Space and resources are well organised to ensure children's ongoing safety and well-being is supported. There are clear procedures and policies in place which help to support children's welfare. However, the arrangements for practising the emergency evacuation procedure does not promote safety for all. Children quickly get involved in purposeful activities, as the room is set up to look exciting and interesting on their arrival. Staff ensure activities are varied and easily accessible, however, at times the outside area is not used fully to enhance learning. Documentation is well organised and used to support children's welfare. It is stored in a locked cabinet to ensure confidentiality is maintained. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good. The staff and committee work very well as a team. They clearly understand their individual roles and responsibilities in supporting children's needs. This helps ensure consistency for the children and creates a relaxed environment. Regular evaluation of activities and monitoring helps to ensure the curriculum interests and challenges the children attending. Effective appraisal systems ensure staff are supported in developing their own skills, which they are keen to do. This boosts their own confidence which reflects in the service they provide to the children.

Improvements since the last inspection

At the last inspection the provider was asked to improve procedures for checking staff suitability, obtain written consent from parents for seeking emergency medical attention and advice for children and amend some policies in line with current regulations. There are now rigorous recruitment procedures in place to ensure that children's safety is supported. The written consents sought from parents have been extended to include permission for seeking emergency medical attention, this helps to support children's ongoing health and welfare. All policies have been reviewed recently to reflect current regulation. They are used by staff to ensure a consistent approach for children. There were two points for consideration raised at the last nursery education inspection, these were to continue to develop the systems to inform and involve parents in their child's progress and increase the opportunities for staff to meet to share information and plan for children's learning. Parents attend regular open days, when they can talk to staff about their child's progress and chat about how activities support the children's development. Staff meet frequently to share information which is then used when planning future activities, ensuring they are challenging and interesting to the children.

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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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 all children are familiar with the emergency evacuation procedures.

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):

- further enhance children's learning by developing the use of the outdoor play spaces.

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