

**St Issey and Little Petherick Pre School**  
Inspection report for early years provision

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<b>Unique Reference Number</b>	EY365398
<b>Inspection date</b>	30 June 2008
<b>Inspector</b>	Sarah Jane Wignall
<b>Setting Address</b>	St Issey CofE VA School, Gardeners Way, St Issey, Wadebridge, Cornwall, PL27 7RN
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<b>E-mail</b>	
<b>Registered person</b>	St Issey & Little Petherick Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

St Issey and Little Petherick Pre-School are a committee run group. They opened in their new premises in 2007 and operate from a classroom within St Issey C of E V.A School in the village of St Issey. A maximum of 10 children may attend the pre-school at any one time. The pre-school is open on a Monday, Wednesday and Friday from 9.00 until 11.30, and they operate a lunch club on a Wednesday from 11.30 until 13.00, during term times only. The majority of Fridays the pre-school functions under the forest school ethos, operating outdoors in the woodland environment. All children share access to a secure enclosed play area.

There are currently 10 children from two to four years on roll. Of these five children receive funding for early education. Children come from the local area. The setting currently supports children who speak English as an additional language.

The pre-school employs two members of staff. Both members of staff hold appropriate early years qualifications. The setting receives support from an advisory teacher from Family Services. They are members of the Pre-school Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children benefit as they are cared for in new, bright and welcoming premises. They benefit from easy access to the outdoors where they get fresh air and exercise regularly throughout the sessions. Children learn about personal hygiene as they wash hands before eating and after messy play. They have access to hand wash and paper towels limiting the risks of cross infection. Staff keep parents informed of any accidents and appropriate procedures are followed when administering medication. Staff have easy access to a suitably stocked first aid kit. Currently only one member of staff holds a current first aid certificate and procedures are not well established to ensure there is a qualified first aider on the premises at all times.

Children benefit as they are provided with a good range of healthy snacks each day. The pre-school participates in the school's healthy eating initiative and provides children with fresh fruit and vegetables each day. Staff ensure children are able to help themselves to water throughout the session. Once a week they run a lunch club giving children the opportunity to stay for a hot cooked lunch. Staff ensure they are aware of any special diets or allergies.

Children enjoy the opportunity to play outside. They show delight as they watch dried grass blowing in circles in the wind. They show good spatial awareness as they run and jump outside. Regular use of the school hall gives children the opportunity to use large climbing equipment and develop new skills. Some children are confident and controlled as they walk across balancing beams or do a forward roll on the mat. They are developing fine muscle control as they use pencils to draw and trace shapes and lines with their fingers in soapy water. Once a week the pre-school operate from the forest school giving children the opportunity to take their learning outdoors.

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

The provision is satisfactory.

Children are cared for in a safe and suitable environment. Staff undertake regular risk assessments to ensure most hazards are identified and addressed. Effective security measures are in place and the door to the pre-school is locked once children have arrived. Parents are encouraged to sign children in and out and there are suitable procedures to clarify those responsible for collecting children at the end of sessions. Children learn about fire safety as they participate in regular fire drills with the school. All fire and electrical equipment is serviced by the school.

Children have access to an adequate range of equipment each session. Staff ensure equipment is regularly cleaned and sorted and any broken or damaged items are removed. Children are encouraged to use play equipment safely and staff remind them how to use the slide and climbing equipment in a safe and suitable way.

Children are protected as staff have a suitable knowledge and understanding of child protection procedures. There is a written policy in place which is reviewed regularly to ensure it remains up to date.

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

The provision is satisfactory.

Young children are happy and settled in the setting. Most confidently separate from parents and carers on arrival. Staff work well with parents in supporting children who are unsettled or new. They are encouraged to stay with their child until they feel confident to be left. Young children show great interest in playing with cars and trucks. They enjoy wheeling them along the car mat. They are well included in all activities and they particularly enjoy tracing shapes and marks in foamy water.

### **Nursery Education**

The quality of teaching and children's learning is satisfactory. Staff plan sessions using weekly and daily planning sheets and are beginning to identify specific learning intentions for older and younger children. They have a sound understanding of how children learn and the session provides lots of opportunity for free play. Children benefit from the ability to play outside through most of the session, and staff have plans to develop this area. The current organisation of the play room and resources does not encourage children to freely access all areas and some children lose interest at times during sessions. New systems to observe and assess children's progress are currently being introduced but they are not yet sufficiently established to fully inform planning so that all children are appropriately challenged throughout each session.

Children are learning to be independent in the setting and many can now meet their own needs in terms of using the toilet, washing hands and serving themselves at snack time. They are developing concentration skills and some children show high levels when engrossed in activities such as watching grass blowing in circles in the wind. Children are confident when speaking to unfamiliar adults who visit the setting. They readily engage in conversations keen to know who people are and what they are doing. They enjoy listening to stories as a whole group and looking at books individually after snack. They are developing pre writing skills as they use fingers and other implements to trace shapes and marks in soapy water. Older children have some opportunities to write and make marks using paper, clip boards and other resources.

Children learn about numbers and counting as they play with different number shapes while waiting for snack. Staff reinforce this as they use laminated sheets to identify how many pieces of fruit children can take for their snack. Children learn about growth and change as they plant seeds and flowers. They have some opportunities to learn about technology as they use play phones and have access to a tape recorder and other programmable toys. Children gain an understanding of colours as they list the colours present on a rocket they have made. Some children use their imagination well and use items to represent others such as constructing a 'rocket' out of construction bricks. Children enjoy listening to taped music as they engage in physical play in the hall. Overall children are making sound progress in their learning.

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

The provision is satisfactory.

Children benefit as they are cared for in a very small setting where staff know them well. Good links with the local community help children gain an understanding of the local environment. They increase their awareness of the community through projects such as 'a sense of place' where they visit the local beach to collect shells and other items. They learn about nature as they participate in forest school on a weekly basis. Children with English as an additional language are appropriately supported within the group, and staff seek advice from outside

agencies where they have concerns about children's development. Children have access to some resources that inform them about other cultures and traditions.

Children behave in an appropriate way during sessions and they have an awareness of routines and expectations for behaviour. They have good relationships with staff and each other and are encouraged to say sorry if they have hurt another child. There is a positive and caring ethos within the group and verbal praise is used regularly to reward children for appropriate behaviour or a job well done.

The partnership with parents and carers is satisfactory. The group is very much a part of the local community and as a result is well supported by parents. Many make up the management committee or help in a practical way with fund raising or other activities. Parents are kept well informed about the group and new parents receive an informative prospectus giving information about the Foundation Stage and the six areas of learning. New parents are asked to complete a 'Chat Wheel' giving information about their child's likes, dislikes, family composition among others, helping staff to gain an insight into children's needs on entry. Regular newsletters are used to inform them of forthcoming topics and events. Staff provide parents with verbal feedback and formal meetings to discuss their child's progress and development. There is a complaints procedure in place but it has not been fully updated. The pre-school fosters children's spiritual, moral, social and cultural development.

### **Organisation**

The organisation is satisfactory.

Children benefit as they are cared for by a small, consistent, well qualified staff team. They work well together and sessions run smoothly. The current management committee are supportive and are working hard to gain a full understanding of the requirements of the National Standards and update procedures as needed. Robust systems to check suitability of new staff and helpers are not yet in place. The committee are aware that they must keep Ofsted informed of changes to their members and complete vetting forms promptly. Checks on some current members are not yet completed. The deployment of staff during sessions ensures children are safe and well supervised.

The leadership and management of the pre-school are satisfactory. Both staff and committee are keen to develop the group and several action plans are already in place outlining areas for development. The recently renovated outdoor play area is now in use and staff have ideas on how to develop this area further. Recently introduced staff appraisals are now in place and will be used to identify ongoing training needs, among others. Some members of the committee regularly attend sessions helping them gain a greater insight into how sessions are run, and to use it as a monitoring tool. Staff undertake informal evaluations of sessions and use this information to help develop their planning. They are keen to keep their knowledge and skills up to date and attend relevant training courses. Good use is made of advice and support from outside agencies such as Family Services. Overall the setting meets the needs of the range of children for whom it provides.

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

Not applicable.

## Complaints since the last inspection

Since registration 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 satisfactory.

## 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 there is at least one member of staff with a current first aid training certificate on the premises or on outings at anyone time
- ensure recruitment and vetting procedures are robust and include medical suitability
- ensure Ofsted is informed of any changes to the committee and appropriate vetting forms are completed

### 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):

- continue to develop observation and assessment systems so that they are used to inform planning and provide all children with appropriate challenge
- develop the organisation of the playroom and resources so that all children can make independent choices, freely access resources and remain busy and engaged throughout the session.

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)