

Tregony Pre School and Playgroup

Inspection report for early years provision

Unique reference number	102975
Inspection date	09/09/2008
Inspector	Linda Janet Chauveau
Setting address	Back Lane, Tregony, Truro, Cornwall, TR2 5RP
Telephone number	07791857196 or 01872 530643 (school)
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Tregony Pre-school and Playgroup is a committee run group. It opened over 20 years ago and operates from a designated classroom in Tregony C P School, situated in the village of Tregony, Cornwall. A secure area is used for outdoor play activities. The setting is open each weekday from 09:00 until 15:15, during term time only. A maximum of 24 children aged two to five years may attend the setting at any one time.

There are currently 21 children attending who are within the Early Years Foundation Stage (EYFS). They all live locally. The provision is registered by Ofsted on the Early Years Register.

There are four members of staff. Three of the staff, hold appropriate early years qualifications and one member of staff is currently training.

Overall effectiveness of the early years provision

At Tregony Pre-school and Playgroup staff successfully promote many aspects of children's welfare and learning, ensuring that they are safe and secure, whilst enjoying learning through play both indoors and out. There are supportive relationships with parents and good liaison between the pre-school and Tregony School's reception class helps children to make a smooth transition into primary education. The majority of children are effectively included and supported. There are some systems in place to evaluate the strengths and weaknesses of the group's practice, for example using advice from external support agencies.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide more opportunities to enable children to use their home language in their play and learning
- develop internal systems to evaluate the strengths and weaknesses of the provision to identify priorities for future development
- continue to develop the systems for key persons to make regular observations of children so that an accurate picture of children's progress is maintained.

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a record of risk assessments on all potential hazards to children, including information on when and by whom they were checked (Documentation).

23/09/2008

The leadership and management of the early years provision

Staff are suitably qualified and committed to on going professional training. High ratios of adults to children mean that good individual support is given. The manager has an action plan in place to improve experiences for children at the group, formulated using recommendations from the previous inspection and support visits from outside agencies. The manager has weekly meetings with her staff in order to plan to meet children's individual learning and development needs. The staff team do not have formal systems in place to reflect on their practice and the effectiveness of the planning on children's learning and development.

The pre-school committee have identified that a significant turnover in committee members has led to a lack of continuity at the group. They have sought professional advice with a view to re-structuring at the next annual general meeting. Following recommendations made at the last inspection, the committee have reviewed their welfare policies to ensure that children are fully protected whilst at the setting. Appropriate vetting and induction procedures ensure staffs suitability and awareness of their roles and responsibilities.

Practice at the pre-school is designed to meets the needs of children, with systems in place to develop partnerships with parents to support children's learning. Children who speak English as an additional language are welcomed at the group and staff have learnt some of their vocabulary to help with integration, although they do not always develop opportunities for children to regularly use it during their play and learning.

The quality and standards of the early years provision

Children are given good opportunities to help them make progress across all areas of learning. Planning is flexible enabling staff to respond to spontaneous learning opportunities. The arrival of a parent with a slowworm stops play, enabling children to examine it with fascination. During play, staff support children's learning well. Adult led activities ensure that children participate in variety of experiences. For example, children enjoy interacting with puppets, acting out the story of The Gingerbread Man, followed by a cooking activity to bake gingerbread. Staff are developing planning to respond to children's individual likes and interests. This is encouraged by staff allowing children to initiate play following their own interests. When children chose tractors and farm figures staff use this as an opportunity to extend their understanding of positional language and make links with several children's farming backgrounds.

The safe and secure outside play area is a strength of the setting and during fine weather children free-flow between the indoor and outdoor areas. The outdoor area supports children's learning; giving opportunities to develop physical strength and confidence using the climbing frame and slide, grow and look after plants and participate in creative activities such as wood and stone rubbing. A visit from the local coastguard uses the outside play area for a safety demonstration, highlighting to children that they must keep themselves safe when near the sea. Children learn

to look after themselves; in wet weather, they put on waterproofs and Wellington boots before going outside, they visit the toilet independently and select and prepare their own healthy snack.

Parents are included, providing information on their child's capabilities before starting at the group and by receiving information through newsletters and at parents meetings on their child's progress and ways to help develop children's learning at home. Key staff make observational records of children in order to monitor their progress and plan the next steps in their learning journey. However, recent staff turnover has led to inconsistencies in the amount of information being kept, meaning that not all children's records give an accurate or up to date picture of their development.

Staff set out the pre-school room to provide an exciting environment for children. They are able to make their own choices from accessible storage units and will confidently ask for help when necessary. Operational policies and procedures are clear and up to date and staff follow them effectively to keep children safe and secure at the group. Daily health and safety checks ensure that the premises are suitable for children. However, there is no record of more detailed risk assessments being carried out to show that staff are regularly reappraising hazards in the environment and activities as required by the EYFS.

Good liaison with Tregony Primary School helps prepare children for the future. Children take pride in going to the school canteen to select their choice of a hot cooked lunch. In the term before children move on from the pre-school, weekly free-flow sessions, enable them to mix with the reception class children and participate in joint story and singing sessions. Joint home visits with the reception class teacher help support pre-school children and their parents with the next steps in their learning journey.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.