

Garras Owlets Pre-School

Inspection report for early years provision

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Inspector Heather Tanswell

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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

Garras Owlets Pre-School is a committee run group. It opened in 2008 and operates from a separate classroom in the grounds of Garras Community Primary School, a rural village close to Helston, in Cornwall. The premises are accessed via steps and a temporary ramp is available when required to gain access. Opening days and times vary according to need. The pre-school is open on Monday, Tuesday, Wednesday and Friday from 09.00 until 13.00, during term times only. A maximum of 20 children may attend the pre-school at any one time. All children share access to a secure enclosed play area.

There are currently 12 children attending who are within the early years age range. They all live locally and three also attend the primary school or other local early years settings. The provision is registered on the Early Years Register.

The setting employs two staff. All have early years qualifications to NVQ Level 3 and one is a qualified teacher. The setting receives support from an advisory teacher from the local authority family services and is a member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

The management committee and staff work very well as a team and meet regularly to review the progress made since opening to make sure planning, policies, procedures and resources benefit children. Staff have set up and implemented highly effective systems to find out about children's individual needs and interests, in cooperation with their parents. As a result, children arrive keen and eager to take part each day and are very happy and settled. Staff promote children's welfare and active learning with some success; parents are highly satisfied with the quality of care and learning on offer. Good partnerships exist with the host school and other agencies ensuring that the needs of all children are met.

What steps need to be taken to improve provision further?

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

- keep an exact record of times of arrival and departure of children and staff
- promote positive attitudes to diversity, through activities that encourage children to talk about similarities and differences and the reasons for these, to help children learn to value different aspects of their own and other people's lives
- further improve boys' progress by making more use of their keen interest in being active and playing outdoors to promote all six areas of learning, for example by using the Department for Children, Schools and Families guidance 'Confident, capable and creative: supporting boys' achievements'.

The leadership and management of the early years provision

The setting runs smoothly on a day-to-day basis, led by a well qualified and caring team who work consistently with children, showing high levels of care and concern for their welfare and everything they say and do. Appropriate levels of supervision, both indoors and out means that children stay safe and receive a lot of adult attention and interaction as they play. Ratios are met well. However, when children arrive early the exact times are not always accurately recorded. Rigorous recruitment procedures, forward planning, daily checks and especially discussions about looking after themselves properly, makes sure children are safeguarded from harm and learn to keep themselves safe.

Self-evaluation takes into account the views of everyone involved. Staff share ideas as sessions progress, meet weekly to gather and record children's achievements and evaluate their practice to influence the planning of activities. Staff gather information from observations, parents, children's comments, and support workers to identify areas for improvement. For example, any training needs or additional resources required to further enhance the quality of provision. They identify most areas for further improvement and set in place action plans. For example, they recognise their need: to learn more about how to make best use of the outdoor space through research to enhance learning for active children who prefer to be outside; the importance of extending resources that show positive images of others; and working in partnership with other providers.

Since first opening, staff have evaluated their planning and assessment systems to reflect the themes and commitments of the new early years statutory framework. Children's achievements are now recorded and photographed to give greater meaning to individual records and charts that plot progress and how planning and delivery of activities impacts on children's achievements. Right from the start staff have an excellent regard for parents and children's views. Home visits to see a child in an environment where they feel secure, and settling in sessions to share information with parents, ensures an admirable partnership with parents. This is further enhanced by children's inclusion in the assessment process and the pride they take in sharing their individual records with staff and parents.

The quality and standards of the early years provision

Children make very good progress according to their starting points in a caring and secure environment where their views and choices are valued and treated with respect. As a result, children show positive attitudes and enjoy learning through play. Children choose whether to play and work inside or out, which means more active children can move about freely while other children spend quiet time engrossed in their games. The way staff work directly with children all the time and their good use of conversation and purposeful play means that children learn and develop, following their own interests and become confident to speak and share their thoughts. For example, when a child throws up a heap of bean bags and comments on the letter pattern, staff take this as an opportunity to link symbols to sounds and familiar words and names. As a result, children develop

early literacy skills and make good links with home.

Staffs' developing knowledge of the welfare, learning and development requirements and guidance means they are confident in helping children learn both indoors and out. The indoor play area is very well planned and resourced to promote learning across all areas of the curriculum. Effective use is made of daily routines and group activities indoors to promote children's understanding of number and numerals, good manners, respect for each other and their environment and good eating habits. Children's good health, physical prowess, creative thinking, friendships and knowledge of understanding of the world are promoted well outdoors. Children learn to keep themselves safe as they move between areas. They learn to manage speed and direction as they ride bikes downhill. However, because some boys prefer to play outside most of the time, and the area is not as well resourced to cover all areas of learning, they sometimes miss opportunities to extend their knowledge and skills in early literacy and numeracy planned for indoors.

Planning reflects the rural nature and family culture of the children who attend. They watch videos about the natural world, go on nature walks to collect items to use in their creative work, and listen to stories about hedgehogs before making a clay model. Children celebrate festivals, such as Christmas, in detail learning all about the story of the birth of Jesus as well as the excitement of finding chocolate money in the advent calendar. Staff understand very well how to teach children respect through taking turns, listening to what others have to say and providing positive images. They have not yet fully developed their planning to include opportunities for children to learn more about the wider world they live in. For example, by comparing how children from different backgrounds might celebrate important cultural events at this and other times of the year.

Staff are extremely kind to children and treat them with respect using please and thank you in their conversations and direction. Children are guided to share their work with others and become independent learners and thinkers. For example, they reflect on past experiences recorded in words and photographs in their individual learning journals. As a result, their memory improves and they learn to sequence important events in their lives. Children's pride in their work is reflected in their high self-esteem and exemplary behaviour.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 registration.

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.