

# Halwin Community Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	103059
<b>Inspection date</b>	06/11/2008
<b>Inspector</b>	Denise Franklin
<b>Setting address</b>	Halwin School, Porkellis, Wendron, Helston, Cornwall, TR13 0EG
<b>Telephone number</b>	01209 861384
<b>Email</b>	
<b>Type of setting</b>	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**

Halwin Pre-school opened in 2000 and is run by a committee. The setting is on the Early Years Register. It operates from a self-contained building, set within the grounds of Halwin Primary School. The setting has its own enclosed outdoor play area and shares use of the school grounds, field and climbing frame with the school. Access to the building is via a ramp and the setting has disabled toilet facilities. The setting is situated in a small village between Helston and Falmouth and mainly serves the local rural community. A maximum of 20 children may attend the pre-school at any one time. There are 21 children from two to under five years on roll. Of these, 12 children receive funding for nursery education. The pre-school is able to support children with learning difficulties and/or disabilities. There are currently four members of staff employed at the setting. All hold a level 3 qualification. The setting receives support from the local authority, Pre-School Alliance and Kernow Association of Day Nurseries.

## **Overall effectiveness of the early years provision**

Halwin Pre-school provides outstanding provision for the children in its care. The setting very effectively promotes inclusive practice and ensures that the needs of all the children are fully met. Partnership with parents, the school and local community are key strengths and all work extremely well together to support the children's learning and development. Children make excellent progress in relation to their starting points and are developing extremely well as independent learners. The new committee are working extremely effectively with the staff, who are fully committed to continual professional development. Therefore, their capacity to improve is excellent.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- embedding new planning systems to ensure that effective use is made of children's next steps in learning to ensure the needs of the children are fully met at all times

## **The leadership and management of the early years provision**

All adults, including the new committee, have a clear understanding of the strengths and areas to develop. Self-evaluation is on-going and the committee receives regular reports from the manager to ensure they are fully involved in the running of the setting. Safeguarding procedures are high quality and rigorously implemented by staff. All recommendations from the previous report have been effectively dealt with and everyone continues to strive to provide the best possible environment in which children can learn and develop. All policies and procedures

are rigorously implemented to ensure the safety and welfare of the children are of the highest quality. Staff know the children extremely well and have high expectations of what they are capable, which is evident from the progress they make. Resources are of high quality and the setting has been awarded a grant to improve the surface of the outdoor area. Partnership with parents is excellent. Parents are comfortable to share any concerns with staff because they know they are listened to and their views valued. There are very close links with the school, which enables a very smooth transition. Parents appreciate these links and say it is a key strength of the setting. The setting also benefits from voluntary support from members of the local community. All these partnerships impact well on the children's learning and development and contribute effectively to the outstanding provision for the children.

## **The quality and standards of the early years provision**

The children have access to a very stimulating learning environment both inside and outdoors. A real strength is the arrangements for children to decide whether to be inside or outdoors for all or part of the day. A member of staff is outside at all times to support and meet the needs of individuals. Many of the activities available have been planned taking account of the children's interests. For example, the trampoline had been turned into a Bouncy Castle, the children having made and decorated the castle turrets from cardboard. Children were having lots of fun blowing bubbles, riding bikes, painting and mark-making in the outdoor environment. During an inside session children were observed writing invitations and decorating cakes. They took turns to mix the icing and made their own choices of decoration. They knew they had to wash their hands before sitting at the table and children's problem solving and numeracy skills were developed extremely well during this session. All were able to count the number of children at the table, the number of cakes needed so that they had one each and the higher attaining children knew how many more cakes were needed. The children were able to develop their own learning by moving from writing invitations to writing birthday lists and on to making Christmas present lists. Many were using familiar letters to communicate their meaning while the younger children made appropriate marks on paper to explain their meanings. Language and literacy skills are developed extremely well and, as a result, all make excellent progress in their learning and development. Children make very good progress in information, communication and technology skills and can use the mouse to click and drag for games. An excellent dance session involved children moving to music as fireworks.

The team have effectively developed a system for making detailed, relevant observations for assessments, introducing learning journals to track individual children's progress. Samples of children's work and photographic evidence are supporting the observations well. The staff have started to use the information from the observations to plan the next steps in the children's learning. This is an area that has been identified as an area for further training in the very near future so that this can be embedded into their practice. Overall, planning is comprehensive and reflects the interests of the children. For example, children recently made excellent progress in their development and learning through a topic based around 'Bob the Builder'. They thoroughly enjoyed the wide range of

experiences offered to them, including fixing the building. The outdoor role play area was converted to a builder's workshop. Learning is fun and, as a result, children enjoy learning and their achievement is outstanding.

Staff have a very high regard for safety, particularly when children are using the climbing frame shared with the school. This ensures children have a clear understanding of keeping safe. They enjoy healthy snacks and have excellent opportunities for exercise. Positive behaviour management encourages children to respond very well. Behaviour is outstanding and children take turns and share equipment extremely well. All speak politely to each other and to adults. They are developing excellent skills for independent learning and are extremely well prepared for the next stage of learning.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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](http://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.