

St Martin Under Fives Group

Inspection report for early years provision

Unique reference number	102949
Inspection date	26/11/2008
Inspector	Ron Hall
Setting address	St Martin in Meneage School, St. Martin, Helston, Cornwall, TR12 6BT
Telephone number	01326 231447 or 01326 231069 (Leader)
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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

St Martin Under 5's Group is a pre-school registered on the Early Years Register to provide day care since 1998, for a maximum attendance at any one time of 12 children. It operates from a separate building in the grounds of the village primary school. The pre-school serves the surrounding rural area. There are currently 16 children on roll aged from two to four years. This includes 12 children who receive funding for nursery education. Children attend for a variety of sessions. None of the children speak English as an additional language. The group opens five days a week, during school term times. Sessions are from 09:00 until 12:00. There are three staff working with the children; two members of staff have an early years qualification to NVQ Level 3. The other staff member holds a Level 2 qualification and is currently on an early years training programme for Level 3. All staff are suitably first aid and child protection trained; one has had training for dealing with special needs. The setting receives support from an advisory teacher from the Cornwall Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-school Learning Alliance (PLA). There is access for those with disabilities but the provision is aware of the need to extend this to both entry points. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

St. Martin Under Fives Group is an outstanding provision. It provides a high quality learning environment with friendly, caring and highly professional staff. All of the children's needs are met well through detailed and carefully monitored records and planning programmes. The curriculum covers all aspects of the Early Years Foundation Stage learning goals and all of the Every Child Matters agenda. The facility is fully inclusive and the children develop a deep understanding of disabilities.

What steps need to be taken to improve provision further?

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

- improving recording processes to ensure a precise knowledge of the standards each child is achieving

The leadership and management of the early years provision

Leadership and management is outstanding. The new manager has made excellent progress in the few short months since her appointment. The provision has completed a provisional self-evaluation form and this generally shows an accurate picture of the provision overall. The manager monitors the teaching and learning on a daily basis and feeds back comments to staff and ensures that only high

quality teaching and learning takes place.

The management committee carefully monitors the manager and staff and their comments are effectively fed back to the staff for implementation. All parents are part of the committee and this has been effective in improving communication and increasingly higher standards of teaching and learning for the children. The chair of the committee is fully aware of all aspects of the provision and regular meetings ensure all other members are also kept fully informed.

The staff and provision in general, are supported well by the school, the local authority and the pre-school learning alliance, all of whom regularly monitor the provision, give advice and moderate the assessments made in the setting. Detailed records of children's progress are kept and used effectively to inform future planning. However, they are not sufficiently accurate to be used effectively as a method of tracking progress and standards.

The leadership and management have very effective procedures in place to ensure all employment and safeguarding regulations are met and regularly reviewed. All staff are fully aware of child protection procedures and how to instigate these. All registers and logs are meticulously kept and all parents are fully aware of all relevant procedures. Fire drills are carried out regularly and the one observed during the inspection demonstrated that all children had a full understanding of not only what to do and how, but also why.

The quality and standards of the early years provision

The quality and standards of the early years provision are outstanding. The children generally enter the group with skills expected of their age but leave with skills well above those expected. The staff are highly motivated, qualified and passionate about the children's learning and this has a positive impact on the children. Throughout the inspection, all children enjoyed a range of tasks that were well matched to their individual needs and abilities. The more able were constantly challenged by the high quality questioning and intervention of staff, whilst those with problems in various areas were well supported and developed accordingly.

Considering the limited amount of space, the provision has the complete range of activities offered and the quality of learning taking place was remarkable and was at least good at all times. The planning is highly detailed and ensures children gain a balanced and varied programme throughout their time in the setting. Staff constantly monitor and record progress using a variety of methods such as notes, photographs, recordings etc all of which are then used in the daily meetings to inform and review future planning. Their teaching is therefore targeted to specific needs. 'My learning journey' books are used to inform parents and staff of progress and give a clear indication of standards at any given time.

Parents are highly supportive of the provision, one stated, 'I think it's fantastic. They can't do enough for the children and parents. My other child can't wait to attend. It is one big family and we all know each other and we are kept totally informed about our children at all times.' The provision also uses local community

and parent questionnaires to gain views and these were highly supportive, with comments such as, 'A caring, professional and motivated environment, excellent, a fantastic asset for the children and local community.' The leadership and management continue to improve and build upon their good work by using the comments made by parents. The only negative comment written stated, 'The only criticism I have is that a new building would be nice to enhance the excellent work done.'

Keeping the children healthy permeates all aspects of the teaching and learning and children were able to talk about a range of ways to stay healthy and why they need to do so. The setting provides a good range of foods and drinks for snack times and the children make healthy choices about what to have. Careful discussion extends the children's understanding further during these times. Staff also use these times to develop the children's understanding of the wider world by discussing where some of the foods come from. There is good use of outdoor areas for physical development and the children loved being outside regardless of weather conditions.

All required safety procedures are in place and the staff take every precaution to ensure children are safe at all times. Children are regularly taught stranger danger aspects and carefully link safety aspects into activities such as story time.

All the children showed obvious enjoyment in their learning and were keen and eager to share their thoughts, work and ideas with both each other and adults alike. They are highly motivated and confident and are able to talk about what they are doing very well for their ages. Their general social skills are outstanding with all children being very polite throughout the whole time they were on site. The children played and carried out activities together in a very positive manner and were seen to resolve issues amongst themselves without any problems whatsoever. The children are all learning basic sign language and this is used in a range of learning activities. The children talk about those with disabilities and the staff encourage them to develop their understanding constantly.

The very close and effective links with the school ensure a positive and effective transition. Leadership and management are further developing these links to ensure closer unity of planning, record keeping and assessment. The provision also utilises the school's expertise well to assist in monitored teaching and learning and to moderate assessments.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
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?	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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.