

St Tudy Pre-School Playgroup

Inspection report for early years provision

Unique reference number 102957
Inspection date 25/03/2009
Inspector Sarah Jane Wignall

Setting address The Village Hall, Wadebridge Road, St. Tudy, Bodmin,
Cornwall, PL30 3ND

Telephone number 01208 850881

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 Tudy Pre-School Playgroup is a committee run group. It opened in 1984 and operates from two rooms in St Tudy village hall. There is level access into the building. A secure area is used for outdoor play activities. The setting is open on a Monday, Wednesday, Thursday and Friday from 9.00 until 12.00 with an optional lunch club available until 13.00, 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 18 children attending who are within the Early Years Foundation Stage (EYFS). They live locally and three also attend other early years settings. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are four members of staff. Three of the staff hold appropriate early years qualifications and one member of staff is booked to commence her level 3 training shortly. The setting are members of the Pre-School Learning Alliance (PLA).

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Staff have a good awareness of individual needs and all children are well included during sessions. Adequate systems are in place to ensure children are cared for appropriately during sessions and they participate in a varied and practical range of activities. As a result, they make suitable progress in their learning and development. Some progress has been made since the last inspection and the setting are beginning to assess their strengths and weaknesses and identify areas for development.

What steps need to be taken to improve provision further?

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

- ensure all new staff receive appropriate induction training and are made aware of the policies and procedures of the setting. Ensure appropriate systems are in place for recording staff and parent helper attendance on a daily basis
- update all policies and procedures so that they reflect current requirements and ensure they are made easily available to parents and staff
- continue to develop observation and assessment systems so that appropriate next steps are identified for all children
- develop systems that involve parents regularly in the review of their child's progress and contribute to their child's learning and development.

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

- notify Ofsted of changes to the manager and committee members in order that vetting procedures

08/04/2009

may be carried out (Suitable people)

The leadership and management of the early years provision

The setting has undergone several changes both in staffing and management committee and as a result, some areas have not been fully addressed. The committee have undertaken vetting procedures on staff. However, systems to inform Ofsted of the change of manager in order for checks to be completed are not in place. The setting is staffed by a small committed team who work well together. Most staff are suitably qualified and keen to update their knowledge and skills by attending additional training. Staff undertake daily checks of the premises before children arrive ensuring the premises are safe and secure. Detailed risk assessments are carried out before any visits off site. Staff supervise children well and are deployed effectively throughout the session allowing children to choose whether to play indoors or out for a large part of the morning. Appropriate systems to safeguard children are in place.

The pre-school demonstrates an adequate capacity to improve. New committee members are keen to develop the group and have begun to look at self-evaluation, identifying areas for improvement such as increasing the range of resources and developing the use of outdoors. Staff have good relationships with parents. They are warmly welcomed into the group and encouraged to be involved by regularly helping at sessions. They exchange information each day as they drop and collect children. They are provided with adequate written information such as newsletters but they do not have easy access to policies and procedures. Systems to fully involve them in their child's learning and development and contribute information from home are not well established.

The quality and standards of the early years provision

Children arrive happily at the group and separate easily from parents and carers. They settle quickly to activities, choosing from the range that is available and set out for them to play with. They have access to large areas of clear play space and they move sensibly and safely around the hall. Good use is made of the smaller play room where children can select quieter activities such as completing puzzles with friends or exploring dry pasta with staff. Sessions are suitably planned and provide a balance of free choice and structured activities. Staff use group times appropriately so that older, more able children can develop their understanding of books and stories as they contribute different ideas for the story's ending, while younger children sing songs and nursery rhymes. Staff have some awareness of the EYFS and have begun to develop their systems of observation and assessment. However, clear areas for development have not yet been identified for all children.

Children have access to an adequate range of toys and resources. They use their imaginations well as they develop a game of 'tea parties' while playing in role play. Staff join in helping to facilitate the game and develop their play. Children use their senses as they explore wet pasta. They use paint to create patterns and pictures

as they put the pasta on paper. They develop good social skills as they sit together with staff and each other for a snack or lunch. They are provided with good quantities of healthy fresh fruit during snack time. Children learn the names of the different fruits as they talk about raspberries, strawberries and bananas.

Children develop their physical skills as they run, jump and ride on bikes while playing outdoors. They have access to a good sized outdoor play area which is well used during sessions. Staff meet individual needs well. They link closely with parents of children with learning difficulties, providing additional support so that children can fully participate in the full range of activities available to them. Children learn about other cultures and festivals as they celebrate an Italian week or Greek day. They learn about their own community as they walk around the village and visit the local church. Good links with the local primary school help children to feel confident as they leave pre-school and move up to school.

Systems to support new staff are not well developed and some policies and procedures have not been updated to reflect changes to requirements. While staff keep accurate records of children's attendance, systems to record staff and helpers daily attendance are not in place.

Children behave well. They are supported by staff who gently remind them not to climb up on chairs in case they fall. They are learning to take turns as they wait while others are speaking at group times. Staff act as good role models reminding them to speak quietly while having lunch. There is a comfortable atmosphere in the group and children receive high levels of praise and encouragement.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

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

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.