

The Growing & Knowing Pre-School

Inspection report for early years provision

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Inspector Nicola Jayne Pascoe

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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).

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

The Growing and Knowing Pre-School is privately run. It opened in 2008, and operates from its own detached premises to the rear of the Link Into Learning Centre in Illogan Highway, between the Cornish towns of Redruth and Camborne. A maximum of 30 children may attend the pre-school at any one time. The setting is open each weekday from 09:00 until 15:00 all year round. All children share access to a secure enclosed play area. The premises are fully accessible to all users.

There are currently 20 children attending who are in the early years age group. They live locally and some also attend other early years settings in the area. The pre-school offers care to children aged over five years in the school holidays. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The manager owns the pre-school and employs two members of staff. All hold appropriate early years qualifications at level 3. Two members of staff are currently working towards an additional qualification. The setting receives support from the local authority and Trevu Sure Start.

Overall effectiveness of the early years provision

The pre-school has succeeded in providing a stimulating, welcoming and inclusive environment for all the children attending. Children benefit from the very positive partnerships established with parents, early years agencies and other providers of the Early Years Foundation Stage (EYFS). Children's individual learning and development needs are identified, respected and promoted effectively, as adults know children very well, respect their unique qualities and support them successfully through the provision of an enabling environment and appropriate levels of interaction, praise and encouragement. Excellent use is made of the outdoor environment for learning. Children are developing a strong sense of identity as they take an active role in community life.

What steps need to be taken to improve provision further?

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

- ensure that free-play activities offer appropriate tools and resources to effectively enable all children to benefit from sufficient levels of challenge.

The leadership and management of the early years provision

The pre-school provides a well-organised and child-centred environment, in which children can interact socially and rest and play in safety and comfort. Staff are dedicated to achieving high standards of care and learning for the children

attending and are exceptionally committed to further developing their skills through the continued attendance of relevant training. The registered person is extremely proactive in seeking advice and support from the local authority and she has implemented effective systems with which to monitor and maintain continuous improvement in the pre-school practice. As a result, she has successfully identified appropriate areas for future development. Children are effectively safeguarded, as adults follow consistent procedures to maintain their safety and promote their good health. Rigorous recruitment, induction and vetting procedures ensure that all adults working with children are checked for suitability and are appropriately qualified and experienced. Very good partnerships with parents have been established and, as a result, children's needs are identified, respected and met very well. Information is obtained and shared regularly with parents through a variety of appropriate methods and parents are encouraged to be actively involved in identifying and planning for children's 'next steps' in their learning and development.

The quality and standards of the early years provision

Children benefit from being cared for by a dedicated staff team. They are each designated a key person, with whom they have formed strong and trusting relationships. Children receive high levels of support and encouragement from adults as they play happily with their favourite toys and eagerly engage in planned adult-led activities, such as opportunities for children to explore the outdoor garden area and investigate the 'wood-pile' to search for insects. They use magnifying glasses to enable them to see even the smallest of insects and then return indoors to create models of these creatures using play dough. Children use their imagination very well during these adult-led activities and some extend their ideas further to make individual models such as a 'spiky hedgehog', which is admired by all and displayed on the worktop. They benefit from ongoing discussion with adults which is effective in extending their vocabulary. Children are encouraged to express themselves in a variety of ways and are competent in their use of 'signing' as an alternative form of communication. Children are confident in their use of books for personal enjoyment, group story-time and reference.

Children move freely within the pre-school environment, selecting favourite toys and resources as they wish. They are engaged in worthwhile and purposeful planned activities, such as group singing time, model-making and role play. However, some free-play activities do not offer sufficient resources to provide all children with appropriate levels of challenge. Children construct, count, sort and match shapes and colours to develop their understanding of numbers, reasoning and problem-solving skills. Children are encouraged to develop their levels of independence by taking responsibility for themselves, others and the environment. For example, they prepare their own snack, help others to dress warmly in coats and hats before going outdoors, and tidy away toys before getting more out. Children are familiar with the daily routine and enjoy a social snack-time, as they sit together at the table to eat healthy and nutritious snacks in sufficient quantities for their individual needs. This established routine effectively promotes children's confidence and sense of belonging, as they know what will happen throughout the day.

Children enjoy excellent opportunities to develop their awareness of the local community, as they regularly walk to use the facilities at the local Children's Centre and visit local shops. They develop their physical skills as they climb, run, enjoy water play, dig in the soil and sand tray and have free daily access to the secure rear garden for fresh air and fun. The registered person recognises the value of an inspiring outdoor learning environment and has identified areas in which this provision can be enhanced further. Children who attend other early years settings benefit from effective systems with which to share and obtain information, in order to promote continuity of care and cohesive learning experiences. Children's progress is assessed through use of individual 'learning journals', which are used very effectively to share and celebrate achievements with parents and to plan for children's individual 'next steps'.

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?	2
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 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 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.