

Cornwood & Lutton Under 5's Association

Inspection report for early years provision

Unique reference number	EY306886
Inspection date	16/01/2009
Inspector	Ron Hall
Setting address	School Field, Fore Street, Cornwood, IVYBRIDGE, Devon, PL21 9PZ
Telephone number	07816 019880
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

Cornwood and Lutton Under 5's Association opened in 1971, and has been operating from its current premises within the grounds of Cornwood C of E Primary School, with whom there are established links, since 2005. The pre-school has sole use of a playroom, kitchen, toilets and storage area. There is a secure area for outside play and growing organic vegetables and flowers.

The pre-school is open on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays from 09:00 to 11:45. On Mondays, Tuesdays and Thursdays the group also offers a lunch club between 11:45 and 12:45, and on Tuesday, an afternoon session between 12:45 and 15:15. On Wednesday afternoon children who will begin school in the following term can attend a rising fives session, which includes eating lunch at Cornwood CofE Primary School from 11:45 to 15:30. On Fridays a rising 5's session is held at Shaugh Prior Primary School from 13.00 to 15.30. An associated parent and toddler group also meets on the premises on Thursday afternoons. There are currently 31 children on roll, 21 of whom are in receipt of nursery education funding. The pre-school supports children with special educational needs.

The pre-school is run by a voluntary committee of parents who employ five members of staff to work with the children, three of whom hold an appropriate early years qualification, with two others working towards their level two qualifications. The group receives support from the Local Authority and is a member of the Pre-School Learning Alliance.

The provision has disabled access and facilities. It is registered on the Early Years Register as well as the voluntary and compulsory Childcare Register.

Overall effectiveness of the early years provision

The effectiveness of the provision is outstanding as staff ensure that all children are fully included, feel safe, secure and extremely happy in a bright and very well resourced environment. Staff support ensures each child feels unique and has the confidence and independence to flourish. The leadership team and management committee are dedicated to constantly improving the provision through frequent and regular monitoring of its effectiveness. Through this they have an outstanding capacity to continue the journey of improvement.

What steps need to be taken to improve provision further?

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

- meeting the needs of the children more effectively by ensuring the outdoor area is usable in all weathers

The leadership and management of the early years provision

Leadership and management of the provision is outstanding as they ensure an environment is created in which children can express themselves fully, learn through highly enjoyable tasks and so reach their full potential. Managers take appropriate steps to ensure the safeguarding of children through effective vetting procedures. All staff are appropriately qualified and several hold appropriate first aid qualifications. Continued training is a strength of the provision. Risk assessments are regularly carried out for all areas and particularly those used by the children. Unfortunately on the day of the inspection the risk assessment carried out first thing in the morning for the outdoor area, prevented the use of this area, due to poor weather conditions, however, the leadership team is working with the school and local authority to improve this facility so that children have full and safe access to outdoor learning. Staff deployment ensures all children have more than adequate staff supervision and support. The excellent links with parents has resulted in lots of additional adult support, all of which further benefit the children's learning and development.

Parental links are very well developed and parents are supportive of the staff and provision as a whole. Parents reported that the school communicates well by providing detailed feedback on their child's progress. As a result of the care that is received, the children are very happy and confident. Parents commented, 'It's perfect! My child wants to come here all the time.' Another stated, 'I have never known such a child-centred group of staff.' All of which ensures that individual children's needs are very well met. There are regular informal and formal meetings arranged to ensure parents are fully aware of their child's progress. All policies and curriculum documents are shared with parents and all staff.

Staff make effective use of self-evaluation and data analysis to ensure that children's individual needs are met and planned for appropriately. Records for individual children are detailed and well-maintained.

The quality and standards of the early years provision

Children's learning and development is very well-supported across the provision with a wide range of toys, resources and equipment that are appropriate for all ages and abilities. The activities set are both fun and challenging, yet well matched to the needs of the children, the Early Years Foundation Stage curriculum and Every Child Matters Agenda. For example, children learn phonic skills through staff-led reading sessions and/or children choose to make play dough letter shapes. Children enjoy both free play and focused activities using both small and large scale play equipment. The children's social skills are well-developed and they are very confident and independent learners.

As a result of the intervention and support of staff, the children are very aware of healthy eating, talking freely about why it is better to eat certain foods during snack time and explain why they need to wash their hands. Staff follow clear procedures to ensure both the safety of children and keeping them healthy. The

children clearly enjoy their learning and participate enthusiastically in activities such as making snowmen, creative play, climbing on the large play equipment and making puzzles. Staff intervention is carefully targeted in each activity to develop the children's language and understanding.

Observation is used effectively to monitor progress and guide future planning. The staff keep careful records of their key children and have weekly staff meetings to keep everyone fully informed about the children's progress. Evaluation of this information ensures that staff can accurately target individual children's next steps for learning.

The children's imagination is encouraged through interesting role-play areas, dressing up as nurses, doctors, police or builders. Each area is well-supported with a range of equipment to support the activities. Children constantly talk to each other, support each other and make positive comments about their work. They speak to adults with confidence and show real enjoyment at being in the provision. When asked if the children enjoy their time there, one little girl replied with 'Oh yes! Because of all the things. The playground is in here, there is painting, sand and toys.' The children are actively involved in choosing their activities for the following week and participate fully in making these choices with the staff. They are exceptionally well-prepared for the next steps in their education.

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?	2
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.