

Sir Robert Geffery's Pre-School

Inspection report for early years provision

Unique reference number	102820
Inspection date	29/01/2009
Inspector	Sue Boyle
Setting address	Sir Robert Gefferys C of E V A Primary School, School Road, Landrake, Saltash, Cornwall, PL12 5EA
Telephone number	01752 851343
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

The setting is based at Sir Robert Geffery's Primary School and is comprised of a pre-school and a wrap around provision. The setting is managed by a voluntary management committee made up of parents and members of the local community. It operates from rooms within the school in the village of Landrake, approximately six miles from Saltash. The setting has a reception area and one large room, with kitchen and toilet facilities. There is a separate entrance door from the main school, but the setting shares the outdoor facilities with the school and regularly visits the school farm. The pre-school is a long established group which moved into the premises at Sir Robert Geffery's School in 1999. The pre-school opens on weekdays, in term time, from 9.00 to 15.15. The newly opened wrap around provision uses the same accommodation as the pre-school and provides a breakfast club from 08.00 to 09.00 and an after school club from 15.15 to 17.30. Children attend the setting for a variety of sessions and come from a wide catchment area. There are currently 53 children from two and a half to five years, 39 children from five to under eight, and 23 children are from eight to under 11. There are 30 children who receive funding for early years education. The setting supports a number of children with learning difficulties and/or disabilities. It employs seven members of staff, of whom six work directly with the children. Of these, five hold appropriate early years qualifications and one is currently working towards a higher level qualification. The setting maintains close links with the school, and the local church. There is disabled access. It is registered on the Early Years Register, the Compulsory Childcare Register and the Voluntary Childcare Register.

Overall effectiveness of the early years provision

The setting makes good provision for children's learning, development and welfare needs. The manager ably leads a committed and enthusiastic team who are truly child centred. Everyone is included and treated equally. Initiatives are carefully monitored and improvements are well founded in children's academic, developmental and pastoral needs. It is well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that continuous observational assessment is firmly rooted in children's learning and development
- exploit the mathematical potential of the indoor environment
- give children more opportunities to experiment with writing for themselves
- inform parents about appropriate food content for packed lunches

The leadership and management of the early years provision

Leadership and management are good. The staff are extremely enthusiastic and work very well together. The aim of the setting is to give children fun and develop their confidence as learners, and staff members are very successful in the pursuit of this aim. A good start has been made on the process of self evaluation, which has led to a clear agenda for improvements. The wrap around provision before and after school is still relatively new and the leadership and management are monitoring it carefully. They are clear about its strengths and weaknesses and what improvements are needed.

The setting has established a very good relationship with parents. Parents of pre school children are kept fully informed about children's learning and welfare needs through daily contact with key workers and have access to the individual journals that record the progress children make. Parents are fulsome in their praise and describe the staff as professional, sensitive and caring. They appreciate the efforts that staff make to work with them on developing potty training, for example, to ensure that the care for children is consistent between the setting and home. The same staff work in both the pre-school and the wrap around care. In this way staff ensure that the more informal arrangements in the breakfast and after school clubs are nevertheless appropriate. All parents are welcomed and staff take time to chat with them. The setting works particularly well with the school. It uses the school's outdoor facilities to complement its own rather restricted outdoor space, and the headteacher is a very frequent visitor. Transfer arrangements for children going to school are very well established and this means that the change to school for children is seamless. Liaison with other agencies and schools is satisfactory.

Arrangements for safeguarding the children are good. All staff are trained in child protection and the principal person with responsibility has experience in this area and is well placed to deal with a concern. Staff know the children and their parents and carers very well, and all the appropriate policies are in place, are regularly reviewed and up to date. The setting meets the requirements of the Childcare Register.

The quality and standards of the early years provision

The strong support for children's learning, development and welfare enables children to make good progress towards the early learning goals. As a result, children are well prepared for their future education. The setting is particularly well resourced, and children enjoy the many exciting things that there are to do. In the mud box, for example, they dig, plant vegetables or just enjoy being in and exploring the properties of mud. Planning is flexible, so that, if children have exhausted the learning possibilities of an activity earlier than planned, it is then changed. This approach means children get the most from an activity in terms of learning and enjoyment.

Staff understand young children well and very effectively support children's personal, social and emotional development. As a result, children form very good

relationships with adults and other children. In whole group situations they are very confident to stand up and tell others about events in their lives, or to sing a song. Staff support learning well, but sometimes in their enthusiasm they are a little too eager to tell children, rather than help children to find out for themselves.

Children have easy access to the outside area, which is small but has been developed very well. The setting makes good use of the school's adventure trail and spacious fields to give children the chance to run about, play traditional games and enjoy the fresh air. Children use the adventure trail confidently. They climb with increasing skill, and balance well as they walk across the 'wobbly bridge'. Assessment has begun in line with the Early Years Foundation Stage arrangements. However, continuous observational assessments do not always focus sharply on children's learning and development, As a result, staff do not always have a clear picture of the next steps for learning.

There are very few visual displays to aid number recognition and the mathematical potential of the indoor environment is not yet fully exploited. Children enjoy making a book with an adult as scribe, but opportunities for children to write independently in practical and meaningful situations are not fully explored.

Adults truly want the very best for the children in their care. Key workers know their children well and there is a good focus on the Every Child Matters requirements. Children are taught well about staying safe and about taking risk. This means that they use the adventure trail confidently but prudently. Opportunities for children to learn about being healthy are good. Children spend a lot of time outdoors, and are very clear about personal hygiene practices, such as washing their hands after playing outside. They like the good choice of healthy snacks such as grapes, apples and raw vegetables, but lunch boxes do not always contain a healthy selection of food because the setting has yet to provide guidance for parents. Children make an exceptionally positive contribution to the setting. They are particularly good at tidying away, and do so with huge amounts of enthusiasm and extraordinary commitment, ensuring that equipment is put away quickly, carefully and tidily. As one parent remarked, 'If only they were half as keen at tidying at home'. Children are developing well the skills that will contribute to their future economic well-being, both in their acquisition of the basic learning skills and in their personal development.

The wrap around provision takes place in the pre-school, which means that children are secure in the familiar setting and with adults that they know. These arrangements are working well. Staff keep a very close eye on younger children, although the children are confident enough to cope by themselves. The quiet area provides a tranquil environment, but is sometimes dominated by older children using laptop computers. When this occurs, the area's potential for quiet reading and relaxation is diminished. Overall though, younger children enjoy and benefit from mixing with the older ones.

As a parent said, 'Children really enjoy the many exciting and stimulating experiences provided within this secure, loving, family environment'.

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?	1
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 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.