

# Pencoys Primary Pre-School

Inspection report for early years provision

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**Unique reference number** EY265553  
**Inspection date** 05/02/2009  
**Inspector** Ronald Hall

**Setting address** Pencoys Primary School, Loscombe Road Four Lanes,  
Redruth, Cornwall, TR16 6RB  
**Telephone number** 01209 215203  
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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

Pencoys Pre-School was registered in 2003. It is run by a voluntary committee, who employ a manager and staff team to work directly with the children. The pre-school operates from several designated rooms within Pencoys Primary School, in the village of Four Lanes, close to the town of Redruth in Cornwall. The setting serves the local area. The pre-school is registered on the Early Years and both the compulsory and voluntary parts of the Childcare Register, to provide care for up to 20 children under the age of five years. There are currently 47 children on roll, all of whom are within the Early Years Foundation Stage, 33 of these are in receipt of funding for nursery education. The setting supports children who have learning difficulties or disabilities and those for whom English is an additional language. The group is open five days a week during school term times. Sessions run from 08:45 to 11:45 and 12:15 to 15:30 daily, with a lunch club operating from 11:45 to 13:00. Children attend for a variety of sessions. There are six staff members who work directly with the children. All hold recognised childcare qualifications to level 2 or 3, and some staff, including the manager, are working towards gaining higher qualifications. The setting receives support and advice from the Early Years provision within the school and an advisory teacher from the local authority. There is good access for those with disabilities and the provision is fully inclusive.

## Overall effectiveness of the early years provision

Pencoys Pre-school is a good provision with some outstanding features. The Early Years Foundation curriculum and quality of teaching are good, ensuring all children make good progress. The well-qualified staff ensure the needs of all children are fully met. Pencoys Pre-school is fully inclusive and has good access for those with disabilities. The effective leadership and management provide good capacity for continuous improvement.

## What steps need to be taken to improve provision further?

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

- use the self-evaluation form more effectively to further drive planning and overall organisation
- ensure that planning makes provision so basic skills are taught effectively to all children

## The leadership and management of the early years provision

Leadership and management are good and they are constantly building and developing systems to improve the provision overall. They have a good understanding of their own self-evaluation, which they use effectively to improve. The leaders are aware of the need to develop the use of the self-evaluation form as the driving force to continue enhancing planning and overall organisation.

The activities the children follow are well planned and staff ensure that resources and expertise are targeted effectively to meet the needs of the children. All resources are in good condition and are well-suited to the ages and abilities of the children.

Parents are very supportive of the provision and the leaders actively seek their views through questionnaires and regular discussion. Parents feel the children make good progress and are kept fully informed about all aspects of their child's learning. They are fully aware of procedures for making complaints and emergency situations. Parents are very clear that the children are happy and one parent summed up this feeling when they stated that; 'I think it's brilliant, my child always comes out with a smile on her face and she is always asking, is it school today?' There are good partnerships with outside agencies and groups to both enhance and support the children's learning. Leaders use the support of the school and local authority effectively to monitor the quality of the provision and ensure a smooth transition from the pre-school into the school itself. Speech and language, educational psychologists and behaviour specialists are just some of the agencies used to assist children's additional needs.

The children's safety and welfare are paramount and the leadership and management ensure all procedures are followed. Registers and logs are completed accurately and there are robust safety procedures in place to ensure children are safe whilst in the provision.

## **The quality and standards of the early years provision**

Standards in the provision are good and well-trained staff have built outstanding relationships with the children. Their well-timed and judged intervention ensures children's understanding is enhanced throughout the session. Language and general communication skills are a high priority and constant well considered conversation assists the children to develop well.

All children make good progress and enjoyment is a high priority. Children happily enjoyed activities such painting, mark making, using their imaginations in the home corner and a wide range of toys.

The children are developing good basic skills for their future development; two boys for example, were happily and skilfully using a language based computer programme. A group of girls worked with a member of staff creating number lines and counting up to ten from various starting points.

All the children are polite and share with each other extremely well. Due to the excellent staff role models, the children's general social skills are outstanding and these skills assist them in their learning.

Staff provide a wide range of activities and participate fully in them with the children correcting any misconceptions and enhancing their understanding. Leaders are aware of the need to ensure that planning makes provision to teach basic skills effectively to all children.

The outdoor area is well used and the provision has made good progress in its use since the last inspection. Children really enjoyed participating with staff in activities

focused on developing both gross and fine motor skills. One group were trying really hard to roll hoops, throw beanbags into a bucket and playing both football and catch. Other children played happily on the wide range of large play equipment such as bikes, cars and scooters.

Records and checks on children's progress are used effectively to plan their future learning and the accurate monitoring by senior staff and the support of the school, ensures the highest standards are maintained at all times. Learning is individualised and this ensures the needs of all the children are met fully.

The children's welfare is paramount and staff have effective measures in place to ensure all children are safe. Children are fully aware of safety procedures and have a good understanding of how they can help keep themselves safe. Healthy eating and lifestyles is a key issue and children are taught effectively in these areas. During snack time, children make healthy choices from the options and discussion with staff enhanced their understanding further.

The planned activities effectively cover all areas of the Early Years Foundation Stage and the Every Child Matters requirements. The skills and concepts taught to the children are effectively preparing them for their future lives.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.