

Illogan Pre-School Playgroup

Inspection report for early years provision

Unique reference number	102818
Inspection date	10/02/2009
Inspector	Ron Hall
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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

Illogan Pre-School Playgroup is a well established pre-school which is managed by a voluntary committee of parents. It is located in the village of Illogan, which is just outside Redruth in Cornwall. It operates from an Elliot building adjacent to Illogan Primary School. The provision has good disabled access and is fully inclusive.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children, aged from two to five years, may attend at any one time. There are currently 44 children on roll. This includes 26 funded three-year-olds and nine funded four-year-olds. The pre-school currently supports children who have learning difficulties and/or disabilities and children who speak English as an additional language.

The pre-school opens five days a week during school term times, operating 15 hours flexibly. Sessions are from 09.00 to 15:00. Children attend a variety of sessions. Four full-time staff and one part-time member work with the children. All have appropriate early years qualifications. Two staff are currently on higher Early Years training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership. The pre-school is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Highly qualified staff ensure a good curriculum is in place to meet the needs of all the children. There is good inclusive practice and the provision has good disabled access. The leadership and management ensure continuous professional development, which ensures good capacity for continuous future improvement.

What steps need to be taken to improve provision further?

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

- develop more accurate assessment procedures to ensure targeted learning opportunities
- develop a robust monitoring system for the quality of teaching and learning

The leadership and management of the early years provision

The leadership and management of Illogan Pre-School are good. Although the current management committee is relatively new, the pre-school leader has a robust understanding of the strengths and weaknesses of the provision because self-evaluation is good. There is a well prepared and considered action plan in

place to ensure improvement and the leader monitors this regularly.

The leader and staff ensure a high quality curriculum is presented to the children based on careful assessment and informed planning. The leader is, however, aware of the need to increase the accuracy of the assessment processes in order to ensure a tighter targeting of learning opportunities. Parental involvement in initial assessments helps to set the children off on a sound educational journey. The quality of teaching and learning is good and all children make good progress during their time in the provision. There is no formal monitoring of teaching and learning but the pre-school leader is currently taking action and advice to ensure a robust system is created.

Parents are fully supportive of the provision and staff. Leadership and management regularly gain parental feedback through the use of questionnaires and act upon suggestions where appropriate. An example of which was a request for an increase in the number of formal parent/staff meetings, which the leadership team agreed and these meetings now take place at least termly and more often if required. Parents report that their children are very happy attending the pre-school and feel progress is good, especially in language and communication skills. One parent replied, 'My child loves it here, he has really improved in his language and communication'. Parents are fully aware of all procedures and feel that staff have the welfare and safety of their children at the forefront of all they do.

All policies are present and accessible to parents, reviewed annually and are in line with current regulations. Leadership and management ensure good vetting procedures for staff appointments and all safeguarding requirements are fully in place. There are good systems and routines in place to ensure the welfare of the children at all times, with robust risk assessments and safeguards.

There are strong links with the early years provision within the on-site primary school, the local authority Early Years advisory team and the Pre-School Learning Alliance. The leadership and management team effectively use this support to improve the provision for the children and have made good progress since the last inspection.

The quality and standards of the early years provision

The staff deliver a broad and balanced early years framework. They ensure all aspects of the early years programme are delivered and their well timed intervention and participation assists children to make good progress. Children enter the provision happily and settle quickly to a range of interesting and fun activities. Children competently manipulated several computer sorting and language skills games, demonstrating good basic computer skills as well as acquiring basic mathematical and language concepts.

The outdoor area is used well and the children thoroughly enjoy being outside even when it is snowing. Children happily and enthusiastically participate in planting seedlings and discuss what plants and other living things need in order to

survive. With local community support the children have created a garden area and have planted a range of plants.

There is a wide range of equipment for the children to use and they do so with vigour, peddling the bikes and other assorted equipment around the large play area and enjoying the physical exercise. Children share resources well and their social skills are outstanding. They are very polite and well mannered both with each other and staff. They are also confident and independent learners, encouraged through staff intervention and participation in the children's learning.

Indoors the children participate in a wide range of activities, which the experienced staff adapt and change regularly to ensure all children experience as wide a range of skills as possible. Children with additional learning difficulties and/or disabilities are well catered for and enjoy the support and attention of staff members.

The free flow café area allows the children not only to choose what they have for a snack but also when they wish to have it. The children demonstrate a good understanding of healthy eating and make sensible and informed choices from the range of snacks and drinks on offer. Children happily and fully explain to staff why they need to be clean and wash their hands before eating. Staff ensure the children are kept safe through a series of procedures to prevent children leaving the premises without being seen and ensure others cannot enter the premises unauthorised.

Staff use a range of methods to record children's progress, including dictaphones, cameras and notes. These are then used to assess progress and inform future planning. The children's own interests and views are also included to ensure that all activities are accurately targeted to their needs and interests. Therefore, staff ensure all children gain the skills, knowledge and understanding they need to prepare and stimulate them for their future development and 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

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 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.