

Ponsanooth Pre School Committee

Inspection report for early years provision

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EY383437

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Inspector

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Setting address

The Portakabin, Ponsanooth Playing Field, Ponsanooth,
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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 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).

Description of the setting

Ponsanooth Pre School is a committee run group. It opened in 2008 and operates from the community building on the playing field in the rural village of Ponsanooth, close to the Cornish towns of Redruth, Falmouth and Truro. The building is fully accessible. A secure area is used for outdoor play activities. The setting is open on Monday to Wednesday from 09.00 until 15.00 and on Thursday from 09.00 until 12.00, during term time only. The setting does not open on a Friday, but is part of a local pilot to provide flexible 15 hour childcare entitlement. A maximum of 20 children aged from two to five years may attend the setting at any one time.

There are currently 22 children attending who are within the Early Years Foundation Stage (EYFS). They all live locally and seven of these children also attend other settings offering the EYFS. The pre school currently supports children with English as an additional language. The provision is registered by Ofsted on the Early Years Register. There are six members of staff, of whom four hold appropriate early years qualifications to NVQ level 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children are fully included in the range of activities available, as the organisation of the setting promotes a sense of freedom and responsibility for themselves, each other and their environment. As a result, children are developing increasing levels of independence. Staff are appropriately qualified and experienced and demonstrate a sound understanding of the EYFS. They are a dedicated and capable team, who work extremely well together to safeguard children in their care. They promote good levels of learning and development through a broad and balanced curriculum. The pre school has developed positive relationships with parents and encourages parental involvement in their child's learning. Information is shared regularly and appropriately through a variety of effective methods. The systems used to observe, assess and record children's individual progress are clear, contain good levels of useful information and are an attractive tool for sharing with parents to celebrate children's achievements. However, they do not identify specific 'next steps' to ensure that progress is monitored, evaluated and linked directly to future planned activities.

What steps need to be taken to improve provision further?

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

- further develop individual assessment records in order to identify, monitor and evaluate specific 'next steps' for children's progress.
- provide sufficient opportunities for children to develop a positive awareness and understanding of people's differing abilities, and ensure that children who speak English as an additional language are able to share and celebrate these skills with others.

The leadership and management of the early years provision

The well established staff team have recently developed an effective system for self-evaluation, which is successful in demonstrating their commitment to maintaining continuous improvement in their practice. Staff are committed to the principles of the EYFS and have developed their practice appropriately to ensure that these are applied effectively throughout the setting. However, although the key person system is successful in ensuring that all children are fully included, further discussion with parents is required in order to ensure that agreements are reached. This will enable those children who speak English as an additional language to share and celebrate this skill with others.

Staff have established extremely effective partnerships with other providers of the EYFS and the local authority. As a result, children's safety and well-being is successfully maintained and continuity of care and cohesive learning experiences are promoted. Staff plan good opportunities for children to make good levels of progress in their learning and development through interesting and sufficiently challenging free-play and adult-initiated activities. However, there are insufficient resources available with which to promote a positive awareness of people's differing abilities. The pre school documentation is very well organised and is stored securely, updated as required and is shared regularly and appropriately with parents.

The quality and standards of the early years provision

Children benefit from a broad and balanced range of enjoyable, purposeful and worthwhile activities. They enjoy selecting favourite toys and activities upon arrival at the setting. For example they engage in role-play, construction and an adult-led play dough activity, as staff recognise that children enjoy favourite and familiar activities to help them separate easily from their parents and settle into the pre-school day. All areas of learning are promoted very well through the daily routine. All children are appropriately challenged, as they are able to use a very good range of tools and resources that stimulate their interest and enable them to further develop their ideas and skills. Children express their creativity as they make unique models using glue, scissors and a good range of junk items. They use a variety of colours of paints to print using a good selection of rollers, sponges and shuttlecocks. Children benefit from use of a good range of resources and visual aids that promote a positive awareness of their own cultures and beliefs and those of others.

Staff provide good levels of encouragement and support for children. As a result of the effective use of their knowledge of each child's preferences and abilities, children maintain high levels of interest and concentration, in order to successfully achieve their goals. Children are familiar with daily routines and are keen to take responsibility for implementing these. For example, they recognise the meaning of the 'ringing bell', which prompts them to encourage others to hurry to settle on the mat for registration and circle time. During this time they enjoy sharing special items brought in from home. They concentrate exceptionally well to participate in

an adult-led session of listening and recognising taped sounds, which are then matched to appropriate picture cards. Children freely access a good range of scribing materials, such as coloured pencils, paints and large marker pens. Some type the first letter, or their whole names, onto the computer. They draw and scribe competently and recognise the use of writing as a form of communication with others. Children's art is displayed attractively on the walls for all to admire.

Children enjoy constructing with cogs and peg boards to create models and patterns. They confidently count to 10 and show the appropriate number of fingers. They recognise different shapes, as they stack wooden building blocks. Children are skilful and competent users of information technology equipment. They explore their home-life through role play and they explore and investigate the local environment through regular opportunities to play outdoors. Children are currently planting sunflower seeds and strawberry plants in order to observe and monitor growth and change. They also make very good use of the outdoors to promote their physical skills and to enjoy fresh air on a daily basis. The outdoor area is imaginatively resourced with a real life raft, which has been donated to the setting, a trampoline with safety netting, numerous ride-on and push-along toys and balancing equipment. Children eat healthy foods and enjoy free access to fresh drinking water as and when they please.

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?	3
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

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