Torpoint Bandhut Pre-School

Inspection report for early years provision

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Type of setting	Childcare on non-domestic premises

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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

Torpoint Bandhut Pre-School is privately owned and managed. It has been in operation for over 30 years and has been run by the current owner since early 2009. It operates from Torpoint Bandhut. There are currently no outdoor play facilities so occasional outings are taken around the surrounding area. The building is accessible via a ramp at the rear and has an accessible toilet. The setting is open each weekday, except Tuesday, from 9.15 until 13.15 and Tuesday afternoons from 13.15 until 15.15, during term time only. A maximum of 20 children aged from two to five years may attend the setting at any one time.

There are currently 25 children attending who are within the Early Years Foundation Stage (EYFS). They live locally. The pre-school is registered by Ofsted on the Early Years Register.

There are six members of staff including the owner. Five of the staff hold appropriate early years qualifications to National Vocational Qualification at level 2 or 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Effective systems are in place to ensure the premises are safe and secure and children are confident as they move around and play. Staff have a suitable awareness of individual needs and sessions are flexible to allow for children's differing needs and interests. The provision has begun to reflect on their strengths and weaknesses and have identified several areas for future development. The manager has already put in place some changes at the group and as a result the capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- continue to develop resources to promote diversity and develop knowledge about other cultural groups to ensure children are provided with wider opporunities to foster a positive image of themselves and others
- provide increased access to outdoor play to enable children further opportunities to freely explore, use their senses and be physically active and exuberant across all areas of learning
- continue to develop observation and assessment systems in order to identify learning priorities for each child and provide them with challenging experiences across all areas of learning
- review the organisation of snack time so that children are actively involved and develop independence as they pour their own drinks and participate in the preparation and serving of food.

The leadership and management of the early years provision

The new manager has recently recruited additional staff members that are keen to develop the provision and move forward as a team. Roles and responsibilities are currently being assigned so that all staff share a clear purpose and sessions run well. New staff undergo comprehensive induction procedures ensuring they are aware of the settings policies, procedures and daily routines. Robust recruitment procedures are in place and systems to safeguard children are suitable. Staff undertake risk assessments and daily checks to ensure the environment is safe and suitable for children's use.

The manager is keen to develop the group and has begun to evaluate areas for improvement. She has correctly identified that the provision of outdoor play will greatly enhance experiences for children and she is currently looking into ways to develop this area. Staff work well in partnership with parents. They provide them with good quality information when children enrol and key workers spend time with new parents in discussing their child's interests and abilities providing staff with a good starting point for assessing their needs. The manager is keen to further develop the relationship with parents and plans to involve them more in planning appropriate learning experiences for their children.

The quality and standards of the early years provision

The setting offers children a suitable range of interesting and practical learning experiences each day. There is a good balance of child led and structured activities. Staff recognise the differing needs of children in the group and they ensure that they are kept interested and occupied throughout. Staff are deployed effectively throughout the session offering children suitable support as they play. They have begun to undertake observations and assessments of children's progress but have not yet used this to set appropriate individual targets. As a result not all activities offer sufficient differentiation to meet the needs of the more or less able children and staff are not always clear how to extend children's learning in all areas.

Children have good relationships with staff and each other and they enjoy working together as they build a large tower with bricks. Staff use snack time as a way for children to develop social skills and also learn about the foods they eat. Children show great interest as they examine the seeds in a melon and discuss the colour of grapes. Staff introduce new words to children as they discuss the texture of the fruit. They encourage reluctant children to try new fruits and reward them with praise and encouragement when they do. However children are not always encouraged to be independent when preparing and serving their food and drinks.

Children make good use of the climbing frame and slide that are available in the play room. They demonstrate a good understanding of safety as they sensibly use this equipment. They develop physical skills as they move and dance to music or hop between hoops. Occasional walks to the local lawns provide children with some fresh air. They develop fine muscle control as they use pencils, crayons or

paintbrushes. Staff support older children as they write their name when labelling their own work. Children have access to a good range of books and staff have made this a cosy and inviting area with the use of cushions and lace curtains.

Children learn about their own community as they go for walks around the town, visit the local church and supermarket. However opportunities to learn about other cultures through the use of resources and visual images are limited. Children enjoy being creative as they use tissue paper to create flowers and sponge painting to create patterns and pictures. Older children are developing listening skills as they use sticks to beat out the sound of their names, while younger children enjoy singing songs and nursery rhymes. Children are confident and settled at the setting responding well to the caring approach of staff. As a result they are developing confidence as learners and making sound progress in their learning and development.

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?	3
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?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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