

St Keverne Pre-School Playgroup

Inspection report for early years provision

Unique reference number	EY290967
Inspection date	14/05/2009
Inspector	Mark Anderson

Setting address	St. Keverne CP School, School Hill, St. Keverne, Helston, Cornwall, TR12 6NQ
Telephone number	07891 291214
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 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

St Keverne Pre-School Playgroup was registered originally approximately 27 years ago. It was registered to provide day care in 2004, due to a change in committee. It is situated in the village of St Keverne, near to the town of Helston. It operates from a classroom in St Keverne County Primary School and has close links with the school. Children have sole use of a classroom and toilet facilities, and shared use of the secure, enclosed outdoor area and school hall. St Keverne Pre-School Playgroup serves the local and surrounding area. A maximum of 16 children may attend the setting at any one time. The setting is open from 08.45 to 11.45 each weekday during term time only. There are currently 22 children aged from two to five on roll. Of these 15 receive funding for nursery education. The setting is registered on the Early Years Register. There are currently no children with learning difficulties and/or disabilities, even so the setting has full disabled access. The setting employs three members of staff. There are two members of staff, including the manager, who hold appropriate early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of provision is good and the excellent relationships between children and adults underpin the caring ethos and family atmosphere. Parents are involved extremely effectively in their children's care and development and hold the setting in high regard. Although indoor space is relatively limited the committed staff ensure that every child's needs are met and the role modelling by the adults is of the highest order. The caring, professional qualities of all the staff and their close knowledge of the children combine to ensure that every child is included fully and genuinely feels special and valued. The setting has a good capacity 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:

- improve the standard of internal maintenance, in particular of the interior wall and the overall standard of decor
- introduce a more effective approach to the development of the children's problem solving, reasoning and numeracy skills

The leadership and management of the early years provision

All statutory documents are in place and the children are safe, happy and settled. Logs are completed appropriately and are kept up to date. Safeguarding policies are secure and daily routines ensure that each child is kept safe and has a daily varied and engaging experience.

A particular strength is the excellent team work that is evident amongst the staff. There are very effective links with parents and they receive regular and detailed reports on their child's progress and development. Both induction and transition arrangements are secure and ensure that all children start and leave the playgroup smoothly. The setting places a high priority on preparing the children as effectively as possible for their entry into full-time schooling. Excellent self-evaluation ensures that planning is thorough and is carefully constructed to meet the needs of each individual, focusing strongly upon the children's interests. The learning journals give a clear and detailed insight into each individual's experience and progress during their time in the playgroup. These include regular contributions from the parents. Leaders and managers know the setting well and are well equipped to promote continuing improvement.

The strong links with the primary school and the local authority ensure that the staff are far from isolated and receive valuable support in all areas of their practice. All the staff are paediatric first aid trained and are committed to their ongoing professional development. The staff have an accurate view of the children's abilities and progress and are committed to constantly seeking ways of improving their practice and the children's educational experience.

The quality and standards of the early years provision

All children enjoy learning through play and have a good understanding of safe practice within this well run setting. The children settle smoothly to the established daily routine which allows them to have a wide choice of stimulating activities. The organisation of a dolls' tea-party was greatly contrasted by the simultaneous creation of a Tyrannosaurus Rex on the computer and in water colours. The atmosphere is calm and the emphasis on mutual consideration allows every individual to feel at ease and flourish. Children play safely because the staff have a very clear understanding of child protection and safeguard their welfare effectively. In this setting an inclusive approach is central to all learning activities. The needs of differing personalities and characters are met and used to compliment each other exceptionally well. The positive behaviour management by the adults centres on strongly encouraging desirable behaviour and the children respond very positively and behave extremely well. The down to earth and caring approach of the staff leads to genuine relationships and an atmosphere of deep trust.

The children develop a good understanding of healthy eating and enjoy a wide choice of fruit during the morning break. This was seen when a discussion developed about how many grapes one child was about to consume. This particular mathematical challenge was brought to a satisfactory conclusion when the answer was given as 'Loads!' However, in general, the children's problem solving, reasoning and numeracy skills are not always developed in such an effective way.

The recent addition of wooden fencing securely dividing the shared outdoor playground has enabled children to choose when to play outdoors for themselves. This also allows much greater flexibility, allowing separate groups to access indoor and outdoor activities simultaneously. The children make beneficial use of the

outdoor area which has a good variety of large scale play equipment, to make good progress in their social and physical development. However, the standard of internal maintenance, in particular of the interior wall and the overall standard of decor, is not as good as it should be.

Children make good progress across most other areas of the Early Years Foundation Stage curriculum. Staff develop the children's learning through appropriate questioning, interaction and discussion. The children in the setting are extremely friendly and strongly contribute their own and each other's learning. All children are very willing to explain what they are doing. They are encouraged to become independent learners and are most helpful and willing to help tidy up and do various 'jobs'. As a result, children become increasingly more responsible and are well prepared for the future.

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?	1
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?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

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

