

# Constantine Pre-School

Inspection report for early years provision

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**Unique reference number** EY288659  
**Inspection date** 01/06/2009  
**Inspector** Ronald Hall

**Setting address** Constantine Primary School, Trebarvah Road, Constantine,  
Falmouth, Cornwall, TR11 5AG  
**Telephone number** 01326 341444  
**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).

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**

Constantine Pre-School is a committee run group. It opened in 2004 and operates from its own building in the grounds of Constantine C. P. School, situated in the village of Constantine, in Cornwall. It is registered on the Early Years, compulsory and voluntary Childcare Registers to provide care for a maximum of 26 children. The pre-school is open from 09:00 until 12:00 weekdays and Tuesday and Thursday 13:00 - 15:00 and Fridays for Toddlers from 13:00 until 15:00 during term times only. All children share access to a secure enclosed play area.

There are currently 45 children from two to under five years on roll. The provision is in receipt of funding for nursery education. Children come from the local area and surrounding villages. The setting currently supports a number of children with special educational needs and has access for those with disabilities.

The pre-school employs five staff, plus one special needs support worker and two bank staff. All staff have early years or play work qualifications to NVQ at level 3 or 4. One member of staff is currently working towards a degree qualification. All staff have suitable first aid qualifications. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership and Pre-school Learning Alliance.

## **Overall effectiveness of the early years provision**

Constantine Pre-School is an outstanding provision. The stimulating environment, excellent facilities and highly trained staff combine to create an environment for enjoyable and sustained learning. The provision meets the needs of all children, having disabled access and is fully inclusive. There is good capacity for continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- ensure suitable systems and resources are in place to create greater access to the 'edible playground' and the use of more sensory provision in the shared areas with the school

## **The leadership and management of the early years provision**

Outstanding leadership is based on effective self-evaluation. Weekly staff and monthly management committee meetings are used to evaluate the work of the provision, make changes for improvement and disseminate good practice. The management committee ensure they are kept fully informed about all aspects of the provision. Outstanding shared vision drives all involved to strive for the highest

possible standards. They have very effectively dealt with the issues in their previous report and have made excellent progress since then.

There is an excellent understanding of the children's skills and abilities through each phase of their learning. Leadership and management involve parents to enhance entry assessment information and in developing a positive attitude to learning.

All statutory documentation and procedures are in place and fully implemented. The children's welfare and safety are paramount resulting in excellent systems to ensure the children are kept safe, with all doors secure and good external and internal systems to monitor all children at all times. All fire drill logs and registers are kept up to date and children know how to respond appropriately. All staff are fully trained in child protection procedures. Risk assessments are robust and staff and parents are fully aware of emergency procedures.

Parents are fully supportive and feel the provision provides an excellent standard of learning. The friendly and approachable staff build excellent relationships with the children, which engenders happiness and a feeling of being safe. One parent stated; 'I am really pleased, as the staff are so accommodating. They help my child really well with his communication problems.' Parents feel fully informed of their child's progress through regular newsletters and emails and are a close partner in their learning.

Leadership and management use the close links with the school's Early Years provision to inform their practice, as well as giving the children in both establishments the opportunities to work together on a regular basis throughout the year.

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

A vibrant and stimulating environment characterises the provision. From the moment the children enter, a welcoming song encourages all children to enjoy coming. A wide range of resources and activities are well planned and available for them. The outstanding relationships created with the staff encourage the children to strive for their best.

The outdoor area both mirrors and extends the indoor areas with a wide range of large and small play equipment available. Children enjoy mark making in a variety of ways, using coloured chalks on the chalkboards, confidently discussing the shapes and letters they create. Children use a range of toys and costumes to develop their imagination and adults take advantage of their interests to engage in in-depth conversation with them. The home corner encourages excellent creative skills, with children explaining they were cooking dinner and happily describing the menu. They also explained the need to carefully wash up after making the food to stop germs.

Another activity involved a group of boys outside pushing a large cardboard box around. When questioned they stated, 'We are collecting the rubbish and getting

rid of it. We are like the bin men!' Other children were involved with adults doing physical games such as hula-hoops and taking great delight in trying to beat the adults.

Children demonstrate excellent physical skills. One little boy had a wonderful time throwing, stopping, rolling and kicking a variety of balls very competently to several adults, who encouraged and modelled ways to improve.

Excellent planning, assessment and recording systems ensure the needs of all children are met, as well as covering all the areas of the Early Years programme. Planning ensures excellent coverage of the Every Child Matters agenda, with enjoyment and developing a feeling of safety being high priority.

Staff take great pride in knowing their children well and regular team meetings ensure all staff are fully aware of the needs of all children. They use every opportunity to develop language skills, promote social development and encourage independence and confidence in the children. Those with special needs are very well supported both by the Constantine staff and a range of external specialists.

The imaginative way in which the staff organise all indoor and outdoor areas, provides challenge and interest to the children's learning. The grounds are used to enhance learning of the wider world. However, there is a need for improved systems to allow greater access to the 'edible playground' and more sensory equipment to be available in the shared areas.

Snack times provide a social occasion to develop interpersonal skills, as well as reinforce healthy eating, hygiene and safety issues. The children happily explain why some foods are healthy. The manners and attitude of the children towards both each other and adults is outstanding, with the majority of children being polite and caring in their approach.

## 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>	1
How well does the provision promote inclusive practice?	1
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>	1
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?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
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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## **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