

Threemilestone Pre-School

Inspection report for early years provision

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Inspector Fiona Robinson

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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).

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

Threemilestone Pre-school is managed by a voluntary committee made up of parents of children attending the setting. It opened in 1976 and operates from a spare classroom within Threemilestone School. There is ramped disability access to the setting. It is situated in the village of Threemilestone, close to the city of Truro, Cornwall. A maximum of 24 children may attend the pre-school at any one time, all of which may be in the early years age group. The pre-school is open each weekday from 08.30 until 11.30 and from 12.10 until 15.10 during term time only. All children share access to an outside play area. There are currently 42 children from two to four years on roll. Of these, 23 children receive funding for nursery education. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children generally come from the local area and surrounding villages. The setting currently supports a number of children with learning difficulties and/or disabilities. The pre-school employs nine staff, eight of whom have appropriate early years qualifications. One member of staff is working towards the National Vocational Qualification at level 2. The setting receives support from an advisory teacher from Family Services and is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good, because children are treated with warmth and respect in a safe and inclusive environment. Staff are excellent at promoting the children's welfare and ensure that the children enjoy their activities and achieve well. Partnerships with parents are excellent and information is shared effectively. Staff clearly identify where their strengths and areas for development lie. The setting demonstrates a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop evaluation systems to inform planning
- develop the new outside play area to provide a safe, challenging and stimulating learning environment for children

The leadership and management of the early years provision

The setting is well managed. Staff work well together in their current accommodation. They safeguard and promote children's welfare very well, because they are fully aware of their safeguarding procedures. They have excellent relationships with the children and are kind and caring. Comprehensive policies, procedures and documentation are in place to ensure children's welfare is always safeguarded and promoted. Risk assessments are carried out regularly to ensure risks are minimised and children stay safe.

Partnership with parents is excellent. They are welcomed into the setting every day. Staff are available to discuss what the children have been doing. Learning and development records are shared half-termly with parents. They are also shared with the host school when the child leaves. Parents say that the pre-school is welcoming. Also, the children look forward to coming and enjoy their time there. Parents receive regular newsletters and are kept well informed of new topics and special events.

The manager is keen and enthusiastic and deploys staff well to meet the needs of the children. She has a clear vision for the new purpose-built building currently under construction. All staff are involved in decisions made about the design and layout of the indoor and outdoor areas. Staff sensitively support children with learning difficulties and/or disabilities. Good progress has been made with addressing most of the recommendations from the previous inspection. For example, there has been good involvement of parents in children's learning. The manager and staff are aware of the strengths and areas for improvement within the setting. They have rightly identified the need to develop the outdoor area of learning when the new building is completed. They have a good understanding of further improvement, through self-evaluation.

The quality and standards of the early years provision

Children are happy and settled in this bright and busy setting. There is well-planned, purposeful play both indoors and outdoors. There are valuable opportunities for adult-led and child-initiated activities. Staff have a good understanding of children's key learning and care needs. Activities are well-planned and children are involved in this process. The identified learning and development next steps are planned for, although the staff are planning to introduce a new evaluation sheet to make this even clearer. Children are fully included in all activities and given extra support when necessary. Adults are excellent role models. As a result, children's behaviour is outstanding. They listen carefully to staff and respond very well to requests to tidy up.

Children's safety and security is looked after very well and there are excellent systems in place to maintain this. Risk assessments are in place to ensure that children are protected from hazards and risks. Regular fire drills are undertaken and children practise these. Children are helped to stay healthy by regular outdoor play and healthy snacks. They are encouraged to be independent as most prepare their own bananas for eating and pour their own drinks.

Planned activities help support children with number recognition and most can count to ten and beyond. Children develop their creative skills well through painting pictures of firemen and policemen. They enjoy learning through topics such as 'Textures' and complete waxed rubbings of different indoor and outdoor surfaces. They are keen to grow cress in the shape of the first letter of their name and learn about their family as they discuss their Family Tree. Their communication, language and literacy skills are developed well through discussing stories such as 'Giraffes Can't Dance'. Children enjoy dancing to music such as

'Mama Mia' and talk excitedly about a visit to a farm. Overall, children enjoy their experiences at pre-school and are prepared well for future learning.

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?	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?	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?	1
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

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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