

St Issey and Little Petherick Pre School

Inspection report for early years provision

Unique reference number EY365398
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Inspector Mark Anderson

Setting address St Issey CofE VA School, Gardeners Way, St Issey,
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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

St Issey and Little Petherick Pre-School is run by a parents' committee with four serving officers and is on the Early Years Register. The setting opened in its current location in 2007 and operates from a well resourced classroom within St Issey C of E VA Primary School in the village of St Issey.

A maximum of 10 children may attend at any one time. There are currently 12 children on roll of whom 10 receive funding for early years education. The pre school is open on Mondays, Tuesdays, Wednesdays and Fridays from 09.00 to 12.00 during term time only. A lunch club is open between 12.00 and 13.00 on Wednesdays and Fridays.

On most Fridays the pre school functions under the Forest school ethos operating outdoors in a nearby woodland environment. All children have access to an enclosed, secure and spacious outdoor play area. There is good access for the disabled. The setting is able to provide appropriate support for children with learning difficulties and/or disabilities and children who speak English as an additional language. The pre school employs three members of staff, two of whom hold appropriate early years qualifications. 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. The pre school represents a good provision and places a high emphasis upon the care of the individual child. In this close 'community' every individual is made to feel special and valued. Children make good progress and grow in confidence and self-esteem. The staff provide a wide variety of activities and the Forest School experience adds additional breadth to the children's experiences and development. Relationships are very positive and caring and this ensures that all the children feel safe. The setting receives strong support from the committee and all the parents. It also benefits greatly from the primary school's facilities and resources. Recommendations from the previous report have been appropriately addressed and the setting is well placed to continue to improve.

What steps need to be taken to improve provision further?

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

- improve the effectiveness of the transition between the pre school and the reception class
- update staff professional development at the earliest opportunity, particularly relating to food hygiene qualifications and ongoing child protection training

The leadership and management of the early years provision

The leadership and management of the early years provision is good and the quality and effectiveness of the systems for assessment and recording have continued to improve steadily. The setting's self-evaluation is honest and accurate and the staff have a clear picture of the children's abilities and progress. All statutory documentation is in place and is reviewed regularly. All logs are completed well and kept up to date. Appropriate policies and procedures are now well established and the smooth routines and professional approach of the staff results in a calm but focused atmosphere in which all children make good progress. The committee is very supportive and pro-active, ensuring that all aspects of the provision are monitored.

The attractive learning journals provide a detailed written and photographic record of each individual's progress and are shared with parents who are kept fully informed regarding all aspects of their child's development. The staff form a highly effective and competent team. They are aware of their roles and have instigated day to day routines that are smooth and practical being clearly tailored to the children's needs. Drop off and collection procedures ensure that nothing is left to chance. The staff have completed paediatric first aid training and are committed to developing their knowledge and skills in order to benefit the children in their care. There are some areas of staff development which need to be completed at the earliest possible opportunity for example, food hygiene qualifications and child protection training.

The good links with the primary school, local authority and other local childcare settings provide invaluable support and advice. Improving transition arrangements and liaison have been key foci and evidence from discussions suggests that there have been some improvements in this area. The children are extremely well safeguarded and the weekly Forest experiences gives them invaluable insight into how to stay safe in the outdoor environment as well as learning respect for the world around them.

The staff constantly evaluate the effectiveness of the learning activities provided and are extremely open to the introduction of new initiatives. The purpose built accommodation is well resourced and provides the children with a bright and stimulating environment in which to learn. Resources are in good condition and meet the needs and interests of all ages and abilities. All areas of learning are catered for and the children benefit greatly from having access to spacious and well-equipped outdoor play areas.

The quality and standards of the early years provision

Children are happy, settled and clearly enjoy coming to the pre school. Staff ensure that all areas of the Early Years Foundation Stage framework are covered. The requirements of the new framework have been well implemented and learning is made fun. During the observation behaviour was good and there was a calm and relaxed atmosphere.

Staff are very adept at recognising opportunities for extending the children's learning and making the most of them through careful questioning, discussion and really making the children think for themselves. This was particularly apparent during the Forest session when children were challenged to predict what would be found under logs. Despite the dry weather a selection of woodlice, beetles and slugs made an appearance much to the delight of the group. A strong emphasis was laid upon each individual making judgements about what was safe. The children were encouraged to decide where to put down the coloured boundary markers for the morning session. The importance of hygiene and road safety were also at the forefront of the children's minds.

Children are keen and eager to share their knowledge and successes both with adults and each other. They are polite, considerate and aware of each other's needs. One of the older children was observed acting as peacemaker in a minor disagreement as to which den a certain animal should be put in.

There is a distinct emphasis on learning through doing both in the Forest setting and in their classroom. The children enjoy regular mark making opportunities and were seen to have created a most impressive pirate ship as part of one of their current topics. Another topic being studied was on pets and in line with the hands-on approach of the setting resulted in a wide variety of pets visiting the pre school. These included hamsters, puppies, cats, tortoises and snakes.

Planning is well matched to the children's interests and the creation of magical potions in the setting of a woodland copse was very imaginative and spells cast included one created to help one little boy to fly. Staff are excellent role models and listen carefully to children, asking leading questions to take their learning forward. In this setting the children's needs are given priority and this is reflected in every aspect of the pre school's provision.

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?	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?	3
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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