

Perranporth Pre-School

Inspection report for early years provision

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Inspector Denise Franklin

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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

Perranporth Pre-School is a well established committee run group. It moved to the Skylark Room in Perranporth Community Primary School in 2003. The pre-school serves the local area and is registered to care for 20 children in the early years age range. There are currently 39 children from two to five years on roll. This includes 19 funded three year olds and one funded four year old. Children attend a variety of sessions. The setting currently cares for children with special needs. None of the children who attend speak English as an additional language. The group opens five days a week during school term times between 09:00 and 15:00. Nursery education sessions are from 09:00 until 11:45 and from 12:30 until 15:00. Children may stay all day if parents wish. There are nine part time staff who work with the children. Of these five have early years qualifications and three are currently on training programmes. The setting receives support from a teacher from the Early Years Development and Childcare Partnership. The group is a member of the Pre-school Learning Alliance. This provider is on the Early Years Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress and achieve well. The manager and staff have successfully addressed all nine previous recommendations and ensure that the setting is effective in meeting the needs of all children in their care. Staff work well as a team and make good provision for children of all ages and abilities so that they are fully included in all activities. The manager ensures that staff development needs are a high priority and so the capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- ensure that staff, committee members and parents are fully involved in the move to the new premises so that good quality provision is maintained
- provide opportunities for staff to share responsibility for planning and providing information for parents
- enable parents to have easier access to their child's Learning Journey folder so they can be more involved in gathering information about their child's learning and development

The leadership and management of the early years provision

The manager has worked extremely hard, since her appointment two years ago, to bring about the necessary improvements identified in the last report. She has built a strong and dedicated team, who are working well to offer good quality provision to all the children. Staff are beginning to be involved in planning and evaluating practice by offering suggestions for activities and improvements but this is in its

early stages of development. Many do not have full responsibility for planning an activity or reporting to parents about the children's progress. A key person system is appropriately in place. Staff appraisals are used well to identify training needs.

The manager has a good understanding of the strengths and areas for development and effectively ensures that the chair and committee are fully informed. Much time is being spent by the committee on the new premises, currently under construction, and the implications of being part of the children's centre from January 2010. The present building is shared with the school and after school club, which has an impact on the organisation of the pre-school. These are managed well. All safeguarding policies and procedures are fully in place and implemented so children are safe and well cared for at all times.

Partnerships with parents and others are good. Parents are well informed about curriculum information and events through newsletters, the parent's notice board, home visits and meetings. However, few parents attended the last curriculum meeting. They receive regular reports about their child's progress, and next steps in learning and development. They say they are happy with the provision and feel their children enjoy coming to pre-school. They are confident that any concerns are dealt with promptly. There are very good links with the school. Children are well prepared for the reception class through a comprehensive transition programme, which includes a teddy bears' picnic. Information is shared with the school about each child's progress and achievement. There are also good links with other services and with the teacher from the children's centre who has worked closely with the manager to bring about the improvements.

The quality and standards of the early years provision

Children enjoy coming to pre-school and have access to a wide range of interesting and stimulating activities both inside and outdoors. They are able to move freely between the two and enjoy making choices about their learning. Provision for children's learning and development is good. Planning is detailed. It clearly identifies the learning intentions for focussed activities and takes account of the interests of the children. For example, if the staff are doing a numeracy assessment, resources are chosen that are of interest to the children, such as cars. Staff are encouraged to make contributions to planning with their own ideas for activities but currently the manager and deputy have overall responsibility for actual planning. Children enjoy observing what happens. For example, when they pour water down the guttering and adults question well to develop their knowledge, understanding and enquiry skills. Children use a range of materials well to make pictures and select their own puzzles and games from low level shelves. During the inspection they joined with the reception class for a number of interesting planned activities in preparation for school. These included playing games with a parachute, listening to a story and a creative activity making teddy bear pictures. All had their own teddy with them.

The children's Learning Journeys provide a comprehensive picture of each child's progress during their time at pre-school. Observations are detailed and are well supported with photographs and samples of children's work. Parents are invited to

share information about their child's progress and next steps in learning and development. However, the folders are not easily accessible for parents to spontaneously make contributions about the progress made by their child at home. The manager and deputy prepare a report for each parent every half term, which includes information about the child's next steps in learning. Parents have an opportunity to respond to the report. The manager has very recently started to track the progress of each group of children, information from which she is finding very useful in her planning and assessment.

A café system for snacks is fully in place, although on the day of the inspection the children enjoyed having their snacks with their teddy bears and friends from the reception class. This was a good social occasion enjoyed by all. Snacks are healthy and water is available for children to have a drink at any time. They have plenty of opportunity for physical exercise and the setting has additional use of the school field and hall for this purpose. Behaviour is consistently good. Children know what is expected of them and respond well to adults. Relationships are strong and children feel safe and happy. Good use is being made of the limited space to help children develop independence. This has been identified as an area for improvement once the group are in their new building. Welfare provision is good and children are well cared for and helped to stay safe. The children are effectively helped to develop their skills in communication, language, numeracy, problem solving and information technology, and so are well prepared for their next stage of 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?	2
How well does the provision promote inclusive practice?	2
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?	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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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