

The Committee of Highertown Pre-School

Inspection report for early years provision

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Inspection date

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Inspector

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Type of setting

Childcare on non-domestic premises

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

Highertown Pre-School is a well established, committee run setting which has been registered for over 30 years. The provision has recently moved premises and now operates from Treyew Primary School on the outskirts of Truro, Cornwall. The pre-school has use of a designated classroom and enclosed outdoor play area, benefiting from use of all school facilities at times when not in use by the school. It is open each weekday from 9.00am to 4.00pm, during term time only. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children in the Early Years Foundation Stage age range may attend the pre-school at any one time. There are currently 22 children on roll and the provision is in receipt of funding. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. There are eight members of staff, five of whom hold appropriate early years qualifications to at least NVQ level 2 or 3. There are four members of staff who are working towards a further qualification. The setting provides funded early education for three and four-year-olds. The provision has good links with both the early years provision of the school and another local pre-school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Highertown Pre-School provides good quality childcare. The provision is improving. Good facilities and resources enable a well-trained staff to create an environment which is informative, enjoyable and sustains learning. The provision meets the needs of all children, has 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 early years provision the registered person should:

- replace the current outside security provision with a secure gate
- ensure all staff have up-to-date safeguarding training

The effectiveness of leadership and management of the early years provision

All staff are fully trained in child protection procedures but some need their knowledge updating. Risk assessments are robust and staff and parents are fully aware of emergency procedures. All statutory documentation and procedures are in place and fully implemented. The children's welfare and safety are paramount resulting in systems, which ensure the children are kept safe. The manager is aware of the need to replace the current outside security system with a gate. All fire drill logs and registers are kept up-to-date and children know how to respond

appropriately.

Self-evaluation is new but accurate and driving further development. The good leadership and management of the provision are effectively driving this forward. Regular staff and management committee meetings are used to evaluate the work of the provision, make changes for improvement and disseminate good practice. The management committee are kept fully informed about all aspects of the provision. Their informal monitoring combined with the vision of the manager and staff for the provision is driving up standards. They have, for example, ensured a smooth and relatively trouble free transition to their new premises, ensuring the children have settled in really well.

Staff have a good understanding of the children's skills and abilities through each phase of their learning. Resources are utilized effectively to meet the needs of each individual child. Leadership and management involve parents to enhance entry assessment information and in developing a positive attitude to learning. Planning is thorough and individualised, taking into account the needs of each child as they progress. This is just one example of the provision's commitment to inclusion and equal opportunity. The leadership team constantly monitors all aspects of the provision maintaining high quality learning. This is linked closely to developing a good understanding of diversity within the children in their care.

Parents are fully supportive and feel the provision provides an excellent standard of learning. The friendly and approachable staff have built excellent relationships with the children, which engenders happiness and a feeling of being safe. One parent stated, 'I think its brilliant. My children have really come on and thoroughly enjoy it here'. Another stated, 'My child's English has really improved and she is much more sociable'. Parents feel fully informed of their child's progress through regular formal and informal meetings.

Leadership and management are developing close links with the school's early years provision to help inform their practice, as well as giving the children in both establishments the opportunities to work together on a regular basis. They also have close links with another local pre-school provision, sharing training and practice.

The quality and standards of the early years provision and outcomes for children

The provision is developing a new interesting, informative and stimulating environment for the children. Children enter into a warm and welcoming provision, set-up to meet the needs of every child. A wide range of resources and activities, which cover the entire early years programme, are well planned and available to them. Children clearly enjoy the activities and attending the provision in general. In fact several children were very upset when it was time to leave, as they wanted to stay. The excellent relationships created with the staff encourage the children to strive for their best.

The outdoor area provides a range of physical and imaginative play opportunities

utilizing a wide range of large and small play equipment. Children particularly enjoyed playing with the wind catchers. One child explained, 'It's the wind that makes it go round. There are lots of colours.' They enjoy mark making in a variety of ways, happily discussing the shapes and letters they create with the staff. Children use a range of toys and costumes to develop their imaginations and adults take advantage of their interests to engage in conversations with them. One little girl playing with a train set stated, 'I'm going on a journey. I'm going on holiday somewhere nice.' The home corner encourages imaginative skills, with children happily creating and imagining a wide range of situations. The children have a good understanding of how to stay healthy and safe, for example, carefully washing their hands before having food to stop germs.

Although whilst playing indoors the children play happily together and demonstrate good social skills. Outdoors they are less socially aware and show a lack of confidence at this early stage of the year. On occasions then, adults could be more proactive in encouraging the children to mix outdoors.

Good 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 good coverage of the Every Child Matters Agenda, with enjoyment and developing a feeling of safety being high priorities. Regular assessments are used to ensure further informed planning and so ensure the needs of each child are met fully.

Staff know their children well and team meetings ensure all staff are 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 learning difficulties and/or disabilities are very well supported. Those with English as a second language make particularly good progress. A range of external specialists assist the provision in ensuring those with disabilities are well catered for.

The school grounds are used to both enhance learning of the wider world and provide opportunities for a wider range of play.

Snack and lunch times provide a social occasion to develop interpersonal skills, as well as reinforce healthy eating, hygiene and safety issues. At snack time for example the children experienced a wide range of fruit. Banana, kiwi, oranges, apples and strawberries were just some of the fruits on offer. The children carefully used serving tongs to select the fruit they wanted and could explain the reason for using them. Staff discussed healthy eating options. The children have good manners and were generally polite both with each other and staff alike.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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