

# Launceston Pre School

Inspection report for early years provision

---

<b>Unique reference number</b>	102822
<b>Inspection date</b>	25/11/2009
<b>Inspector</b>	Elaine Douglas
<b>Setting address</b>	3 St. Thomas Hill, Launceston, Cornwall, PL15 8BL
<b>Telephone number</b>	01566 777529
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Launceston Pre school is run by a parents' committee. It opened over 30 years ago and operates from the ground floor of a large townhouse, owned by the group, with the upstairs of the premises occupied by a tenant, who has their own entrance. The children have access to a playroom, kitchen, toilets and adjacent secure outdoor area, which has both grassed and hard surfaced areas. It is situated in the town of Launceston. The pre school is open each weekday from 8.45am to 11.45am and Monday to Thursday from 12.15pm to 3.15pm, term time only.

The pre school is registered on the Early Years Register. A maximum of 24 children may attend the group at any one time. There are currently 48 children aged from two to under five years on roll, some in part-time places. There are two full time and seven part time members of staff, of whom three hold a level 3 early years qualification. One member of staff is working towards a level 3 qualification and one towards a level 2. One member of staff is working towards the foundation degree in teaching and learning. The setting provides funded early education for three and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The Early Years Foundation Stage is effectively implemented and staff know how to promote it through play and routines so that no child is disadvantaged. The good partnership with parents ensures that children's welfare and individual needs are well met. Overall, links with outside agencies and other providers support staff in promoting children's development. This means that children make good progress in their learning and development, considering their starting points and abilities. Children remain safe and secure at the setting. Sound systems ensure that the staff team continually monitor their provision and act on any areas for development, to improve outcomes for children.

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

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

- continue to develop systems for self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- record actions agreed with parents to effectively manage children's behaviour in a manner appropriate to their stage of development and particular individual needs
- record details in a fire log book of any problems encountered during evacuation drills and how these were resolved

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

Children are safeguarded through good supervision and procedures. Effective vetting and induction procedures ensure that rigorous checks are made on the suitability of staff, and all staff are clear about their roles and responsibilities. Staff have a good awareness of child protection procedures and documentation is in place to provide further guidance. Children's attendance is accurately recorded on arrival and departure, and good procedures ensure that they only leave with their responsible adult. Appropriate risk assessments are carried out and any necessary action is taken to minimise risks, while supporting children's independence. All necessary information to safeguard children is obtained and confidentially stored. Most staff hold a first aid qualification and parental consent is obtained to seek emergency advice or treatment. Behavioural incidents are recorded and reported to parents. However, there are no records of the actions agreed to effectively manage any particular behavioural issues.

Good communication between staff ensures they are very effectively deployed to safeguard children and support them in their learning and development. For example, one member of staff supervises the cafe style snack table, this ensures that good hygiene levels are maintained and that staff monitor who has had snack and how much. Documentation is well organised and available for inspection. However, only minimum information is available on the emergency evacuation drills. Resources are well organised and very effectively used to support children in becoming independent learners. Staff have good opportunities to attend training, and appraisals are used to identify staff strengths and areas for development.

Parents receive good information on the setting, the curriculum and how they can be involved in the child's learning. A notice board displays information on the committee, Ofsted, their current inspection report, planning, settling in and the parents' role. Parents have good opportunities to talk to their child's key person, and good information is sought on children's initial starting points and individual needs. Staff meetings are used to look at practice and discuss areas for improvement. For example, they are currently working on extending outside play. Action plans to meet the recommendations set at previous inspections and visits, have been implemented. This demonstrates a commitment to continuous improvement. However, self-evaluation has not been formalised or fully implemented to monitor all areas of the provision.

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

Children are very happy and settled; they move confidently around the activities making independent choices. Access to a good range of resources supports their learning and promotes their independence. New children to the setting are very sensitively supported in settling in and through calm distraction they take an active part. For example, one child soon calms down and becomes engrossed in making a house for their toy. They use scissors to cut a doorway and confidently say that

Teddy will not fit through the space, so they make a bigger doorway. They then go happily off to the role play area where they find food to feed to their toys.

Children enjoy displaying their creations on the 'Today' board and they choose whether to take them home or put them in their personal file. This helps to promote their self-esteem and their sense of belonging. There are good opportunities for children to initiate their own activities and through regular observation staff know the children well and provide good interaction to promote their learning. Photographs, and impromptu and focused observations identify children's development, and through summarising their assessment, plans are identified for children's possible next steps. Staff have identified the need to have an overview so that they can track any gaps in the curriculum and this is currently being addressed.

Children develop an awareness of a healthy and safe lifestyle through activities and their daily routines. Children engage in a wide range of activities outside. For example, they throw coloured bean bags onto matching cards and count how many they have on each. They develop their imagination as they use toy tools to pretend to fix the playhouse and plant plastic mini beasts to grow their own butterfly or ladybird plants. Children use bikes and cars to manoeuvre around the roadway. They stop at the zebra crossing, and stop and go at the signs. Children choose when to have their snack and make good choices from a range of healthy options. They wash their hands prior to eating, and use liquid soap and paper towels to prevent cross contamination.

Children confidently use the computer to support their learning. For example, they identify musical instruments and notice which one is missing. They independently access books and make up stories to fit the pictures. Children enjoy whole group activities and are confident to make their own suggestions, for example to singing and action rhymes. Staff encourage children to write their own names on their pictures, and describe what they see and hear. Children are sensitively supported by staff who know how to challenge and extend their learning. For example, children playing with the sand talk about kings and queens; the member of staff extends this by discussing the reason for having a flag flying and then the children design their own flags.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
The effectiveness of partnerships	3
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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

