

# Little Merlins Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	102854
<b>Inspection date</b>	24/11/2009
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<b>Setting address</b>	Culdrose Community Centre, Hibernia Road, Helston, Cornwall, TR13 8DJ
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<b>Type of setting</b>	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).

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## Description of the setting

Little Merlins Pre-School opened in September 2000. This committee run group operates from purpose built premises attached to a community centre, on the edge of Helston in Cornwall. The pre-school serves the local area and the naval community. A secure area is used for outdoor play activities. The premises are fully accessible. The group opens five days a week during school term times. Morning sessions are from 9:15am until 12:15pm and a lunch club operates until 12:45 pm. Afternoon sessions are from 1.30pm until 3.30pm.

The provision is registered by Ofsted on the Early Years Register. A maximum of 24 children in the early years age group above the age of two years may attend the pre-school at any one time. There are currently 20 children attending who are within the early years age group. They live locally and some children also attend local day nurseries. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four. The setting supports children with special educational needs and/or disabilities.

There are eight members of staff all of whom have early years qualifications to NVQ Level 2 or 3. Two are currently working towards a relevant degree level qualification. The setting receives support from the local authority and a qualified teacher from Helston Children Centre.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a comprehensive knowledge of the Early Years Foundation Stage and how to promote children's welfare, learning and development so they all succeed and no child is disadvantaged. Positive relationships with parents and other professionals who contribute their knowledge and expertise bring about worthwhile improvements in planning and assessments systems and therefore outcomes for children. Communications between providers who share care responsibility are not yet established to ensure continuity. Priorities for development especially through staff training and the provision of resources are well targeted to bring about improvement to the provision and benefit children.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- set up a system to make sure Ofsted is notified promptly of any changes to the person who is managing the early years provision (Suitability of adults).

01/12/2009

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

- liaise with other providers delivering the EYFS for children to ensure progression and continuity of learning and care
- encourage all parents to contribute to their child's learning and development record

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

The nursery is generally very well organised. Children stay safe and secure as staff clearly understand their role in keeping children out of harms way by fully implementing all the health and safety policies and procedures. Rigorous assessments and checks of the premises and for outings ensure risk of injury to children is minimised. Clear vetting procedures, induction and appraisals systems ensure only suitable staff are employed. All staff hold suitable qualifications and show commitment to ongoing development though additional training for example, to degree level. Ofsted was not notified promptly of a change in management, which is a breach of regulations. However, there has been no risk of harm to children as an existing, checked, well-qualified and experienced member of staff was promoted to the role.

The committee representative, manager and staff share a clear view of what they wish to achieve and the action required to support children's welfare, learning and development. Plans have due regard for children's interests and parent's views. Everyone's contribution is sought to bring about improvement, influence the range of activities on offer each day and for example, to establish a new menu to promote children's healthy eating habits. Plans for future topics are on display and go home every two months, which promotes complementary learning and keeps parents fully involved with their child's activities. Information about what children know on entry gathered though a 'Chat Wheel' forms the basis of a record that keeps parents up to date about progress across all areas of learning. These files are readily available for parents to take home, however, the initial assessment is not completed for all children to ensure that staff have the information they need to plan for every child from day one. Key workers do not liaise with other providers who share care responsibility to ensure consistency wherever children receive their care and early education.

The planning and assessments system devised by the whole team with support from other qualified professionals from outside agencies, works well to promote children's development in all areas of learning and to make sure activities are adapted to meet the needs of every child. The provision of a wide range of accessible, good quality and interesting resources promotes children's choices and ability to plan and lead their own learning. Displays showing positive images of children and families from other cultures in all areas of the setting, promotes children's awareness of each other and provides a welcoming environment. Staff promote children's emerging understanding of how others live their lives though the imaginative planning of outings, visits from people in the community, creative art work, music and dance.

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

Children are very happy, have fun, display a strong sense of belonging, enjoy the company of staff and make friends through sharing and co-operation with each other. Children's interest and independence when leading activities is highly valued by staff who understand the importance of praise and encouragement in promoting their self-esteem and confidence. Staff react quickly to situations to avoid disputes and turn them into valuable learning experiences. Children of different abilities learn from each other how to work as a team to finish tasks, such as completing a complex jigsaw. Staff grasp unforeseen opportunities for learning. A roll of calculator paper unwinding in the hands of a child walking across the room, turns into a chance for staff to introduce simple mathematical language about length and shape and improves the child's hand to eye co-ordination as they experiment walking back and forth trying to roll it back up straight again.

Children develop new skills, such as memorising new songs, using numbers to count, adding and subtracting up to twenty accurately from an early age, because staff understand the importance of modelling new concepts then giving children a chance to try things out for themselves. Children are active learners often leading routines and actions such as writing or scribing their names, recognising their name cards and the names of others, and taking their turn managing group games. Children confidently speak, sing and move rhythmically in large group activities and enjoy listening to stories. They have an awareness of responsibility, know their part in daily routines and learn to keep themselves healthy by behaving extremely well, managing hygiene routines and choosing what to eat from healthy options. Children learn to keep safe as they take part in topics about road safety then practise new skills on walks to local places of interest. They benefit from fresh air and vigorous play outside every day, whenever they want as suitable clothing and footwear are organised ready to wear by the door.

Children happily explore a wide range of resources to stimulate their senses. Children fascinated by dinosaurs play with them in water and ice one day and hunt them down in shredded paper another. Topics include celebrations of festivals from other cultures as well as their own and provide children with creative ways to begin to understand similarities and differences. Children use tools, such as markers and knives, adeptly as part of routines and in meaningful contexts which makes sure they develop skills for the future. The use of sign language by staff during daily routines ensures everyone can take part and feel included. Overall, children make very good progress and develop positive attitudes and dispositions to learning, ably supported by an enthusiastic team.

## 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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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### 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

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