

Tintagel Pre-School & Playclub

Inspection report for early years provision

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EY336791

Inspection date

01/10/2009

Inspector

Anne Wesley

Setting address

Tintagel Children's Centre, Treven, Tintagel, Cornwall, PL34
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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).

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

Tintagel Pre-School and Playclub opened in 2006. The pre-school and out of school club operates from rooms in the recently built Children's Centre, in the grounds of the primary school, on the outskirts of the village. The out of school club only operates in the school holidays. Children have the use of one large play room with associated toilet facilities and free access to an outdoor play area. The group no longer shares office space with Children's Centre staff as it has its own office space and no longer accepts two year olds. The setting is registered to care for a maximum of 22 children aged from birth to under eight years. There are currently 24 children, aged from three to eight years old, on roll. Twelve children receive funding for their nursery education. Children may attend for a varying numbers of sessions, with the provision open from 8.55am to 2.55pm for 50 weeks a year. The group is able to support children with special educational needs and/or disabilities and offers nursery education sessions. A total of six staff work varying numbers of sessions at the setting; four staff hold appropriate childcare qualifications. In addition to the staff team employed at the setting, a teacher employed by the local authority early years family service works regularly at the setting, as well as at other local groups. The setting is on the Early Years Register and both parts of the Childcare Register. It is accessible to both children and adults with physical disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good setting, where all children are welcomed and make good progress towards the levels expected for their age. Staff use their knowledge of the children to promote all aspects of their welfare and learning development effectively. Children are safe and secure at all times and enjoy learning both using the indoor based activities and outdoor facilities well. Parents are very happy and appreciate the friendly and helpful staff. The manager and staff are committed to continuous improvement and have the capacity to maintain this approach.

What steps need to be taken to improve provision further?

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

- include in the planning for each child the next steps which would take their learning forward
- formalise the system of self-evaluation to include the views of parents and carers and the management committee

The effectiveness of leadership and management of the early years provision

Clear and comprehensive policies and procedures have been devised and these underpin the good practice in the setting. A strong commitment to ongoing training enables staff to regularly update their knowledge and understanding which ensures children continue to receive good care and learning opportunities. The manager and staff are continually looking for ways to improve their setting during their informal process of self-evaluation. This is particularly evident in the very effective way they have met the previous inspection's recommendation to develop the outdoor curriculum. Staff fully understand their roles and responsibilities and thoroughly enjoy their work. Staff are well trained and management responsibilities are shared effectively to ensure the smooth day-to-day running of the pre-school. There are named staff for child protection and procedures for safeguarding children, including risk assessments, are very thorough. Staff use the accommodation and resources inside the setting well. Staff are fully committed to working in partnership with parents and carers and have devised some systems to enable parents to share their views and also to be involved with their children's learning. However, as yet no formal self-evaluation system has begun which would systematically collect the views of all staff, parents and the management committee. Regular newsletters and the notice board also ensure that parents are aware of what is happening in the pre-school. There is a strong working relationship with the reception class in Tintagel Primary School which ensures the children's learning is not interrupted when they transfer. The role of the key worker is established very well and this results in each child developing strong relationships and becoming confident, as well as providing a good channel of communication between home and school. Parents are very positive about the pre-school and what it provides for their children.

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

The children make good progress during their time in here because the staff ensure that most opportunities for learning are maximised. Adults ensure that the activities planned for children cover all the necessary areas of learning whilst maintaining a good balance between child-led and adult-led activities. Consequently, children learn the skills that they will need for the next stage in their learning. By the time they transfer to the primary school's reception class they have reached levels that are appropriate for their age. The current systems for assessing the children's progress are based on short informal observations and some longer assessment activities. These are carried out regularly by the key worker and this information is used to update the children's development file. Future planning is based on their assessments and their knowledge of the children's interests but as yet the children's next steps in their learning are not recorded specifically. The activities provide many opportunities for children to talk together, so language skills are promoted well, with adults being good role models. Children know they will be listened to and so they listen well to each other. Creative activities are numerous and children can choose from a wide range of

resources. Adult-led creative activities encourage them to explore materials they might not choose for themselves. These include natural objects such as pine cones, shells, leaves and twigs which encourage investigation, very good language development and creativity. A house for the hedgehog resulted from a creative session in the willow den created in the garden. The use of the outdoor garden is a particular strength and the children can choose to be inside or outside throughout the session. Writing is encouraged when possible and the 'Post Office' had parcels and envelopes which needed labels to foster their writing habits. There are activities available in which children learn to count and explore mathematical ideas, although in this area, the natural objects were not used as effectively to create opportunities for counting and looking at mathematical ideas. Staff pay particular attention to promoting children's personal development so that the children quickly learn how to share and take turns. The children take some responsibilities as they have certain jobs when it is time to help tidying up. Self help skills are strongly promoted, two children happily prepared the snack table for the others. They know about eating healthily and the need for thorough hand washing routines. Relationships are positive, behaviour is good and the children happily engage in all the experiences provided.

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

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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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