

Whitemoor Pre-School

Inspection report for early years provision

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Inspector Anne Wesley

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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

Whitemoor Pre-School is a committee run group. It opened in 1991 and operates from one room in an Elliot building in the grounds of Whitemoor Primary School. It is situated in the village of Whitemoor. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 9.00 until 12.00pm and from 1.05pm to 3.05pm on a Tuesday and Thursday afternoon for two-year-olds, during term times only. All children share access to a secure enclosed play area. There are currently 19 children from two to four years on roll. Of these, five children receive funding for early education. Children come from the local area. The setting currently supports children with special education needs and/or disabilities. The pre-school employs three members of staff. All staff hold appropriate early years qualifications and one staff member is currently undertaking additional training. The setting receives support from an advisory teacher from Family Services. They are members of the Pre-school Learning Alliance. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is accessible to both children and adults with physical disabilities. There is a partnership with the Early Years Foundation Stage teacher in the on-site primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is an outstanding setting where the children make exceptional progress in relation to their starting points and capabilities and where learning is fun. The excellent knowledge that staff have of each child's needs ensures that they promote all aspects of the children's welfare and their learning development extremely well. Children are safe and secure at all times. There is a wide range of activities both inside and outside, with an appropriate balance of those that are led by an adult and those that the children choose for themselves. The excellent relationship with parents and with other agencies further ensures progress is made by all children in this inclusive setting. The capacity for continuous improvement is outstanding because the management continually look for ways to improve the setting through a rigorous self-evaluation process and have a well developed programme of staff development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- provide some cover in the outside area so that the free flow activities can continue whatever the weather.

The effectiveness of leadership and management of the early years provision

The children's care, learning and welfare is significantly enhanced by the exemplary way the setting is led and managed. Staff have specific roles and responsibilities within the group and consequently the children know who to go to for support. Parents are happy that their children have a key person who assesses their learning and progress. Since the last inspection an effective assessment procedure has been implemented with the result that each child's progress is carefully logged and it is made very clear what each child needs to do to take their learning forward. This information is shared with the children's parents. A rigorous system of self-evaluation ensures that the setting constantly strives to provide the best possible learning environment for the children. There is an embedded ambition and the leadership and management strive ceaselessly to make improvements.

Current safeguarding requirements are fully met. Policy documents are up to date, have been signed by staff members and include dates when they should next be revised. The setting is fully inclusive and caters very well for children with both learning and behavioural difficulties. Photographs and notes of observations are made to record the children's progress. Key workers use their assessments of children's needs to inform the following week's planning. The managers are fully committed to providing an excellent programme for staff development. This has resulted in members of staff attending many training courses as well as taking part in schemes for in-house training. Their effective deployment and enhanced skills and knowledge have added to the good progress the children make. The parents are very happy with the education provided for their children, although the staff are aware that the cramped conditions mean it is difficult to talk to parents with any degree of privacy. The recommendations raised at the time of the last report have been met in all respects. The setting's capacity to improve is excellent as demonstrated in the bid that it has written to try to attract funds for the new building which is urgently needed.

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

The children make outstanding progress during their time in the play group because there are many interesting activities for them to experience, activities which are tailored to their specific needs. Adult-led activities are added to and changed continuously following the direction of the children's interest and every opportunity for developing the children's learning is taken. All members of staff look for learning potential opportunities all the time. Children actively participate and become totally engrossed in a very wide range of age appropriate learning experiences. They show excellent concentration and focus.

Although the Elliot building is cramped and the space for storage very limited, the best possible use is made of the current facilities and where possible the children are encouraged to make their own choices from the activities and resources that

are provided so that they become confident and self-motivated. They have plenty of opportunities to talk together so their 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. The children are encouraged to help in the play group. For example, when they select new activities or resources they put away the ones no longer needed. They are taught about keeping safe; one child explained to another one that you must not shine torches into someone's eyes. There are many opportunities for children to count and explore mathematical ideas. There are also many opportunities for the children to investigate creative materials, such as paint, stamps and pens as well as a variety of coloured and shaped paper. The creative activities provide children with the opportunity to develop skills of cutting and pencil control. The children may choose to play inside or outside throughout the session. However, currently there is no shade or cover from the wet weather outside. Children's physical development takes place mostly in the outdoor area which is well equipped and used whenever possible, but some improvement to the facility is required so that its use might be maximised. They know about keeping fit as they encourage each other in their warming up exercises. They understand that the snack they have is good for them as they learn about healthy eating. Particular attention is paid to promoting children's personal development so that the children relate well to both adults and children. Their behaviour is extremely good and they happily engage in all the interesting 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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met