

# Altarnun Pre-School

Inspection report for early years provision

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**Unique reference number** EY301846  
**Inspection date** 18/11/2009  
**Inspector** Ronald Hall

**Setting address** Altarnun CP School, Five Lanes, Altarnun, LAUNCESTON,  
Cornwall, PL15 7RZ

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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*.

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## **Description of the setting**

Altarnun Pre-School is a committee run group. It opened in 2005 and operates from one room in Altarnun County Primary School. It is situated in the village of Five Lanes. A maximum of 12 children may attend the pre-school at any one time. The pre-school is open Monday to Friday from 9 am to 12 noon. All children share access to a secure enclosed play area.

The pre-school is on the Early Years Register and is in receipt of funding for nursery education. There are currently 18 children from two to four years on roll. The setting supports a number of children with special educational needs and/or disabilities. Children come from the local area.

There are four members of staff, all of whom hold appropriate early years qualifications to National Vocational Qualifications (NVQ) at level 2 or 3. One member of staff is currently working towards a level 3 qualification. The setting receives support from an advisory teacher from Family Services. They are members of the Pre-School Learning Alliance (PLA).

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

Overall the quality of the provision is good.

The quality of the provision is good with some outstanding features, particularly in children's achievement and enjoyment. Good facilities and resources enable a well-trained staff to create an environment that is bright, informative and enjoyable. 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:

- ensure staff are aware of the need to spend time with younger children on a regular basis.

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

Safeguarding procedures are robust and all adults have completed the relevant safeguarding checks. Risk assessments are excellent and staff and parents are fully aware of emergency procedures. Whilst the manager's child protection training is out of date, provision has been made to ensure this is gained as soon as possible. The headteacher of the primary school is currently acting as the named person for the provision. All other staff are fully trained in safeguarding and this has been recently further enhanced through joint sessions with the primary school staff. All statutory documentation and procedures are in place and fully implemented

ensuring the children are kept safe. Fire drill logs and registers are kept up-to-date and children know how to respond appropriately.

The newly introduced self-evaluation procedure is detailed and accurate. It is enabling the leaders and managers to embed ambition and drive improvement effectively. Regular staff and management committee meetings are used well to evaluate their work, disseminate good practice and make changes to the provision. The management committee are kept fully informed at all times. Their informal monitoring combined with the vision for improvement shared with the manager and staff are driving up standards.

Staff have a good understanding of the children's skills and abilities through each phase of their learning. Resources are utilised well to meet the needs of each individual child. Leadership and management involve parents fully in collecting as much information as possible about their children's achievements before they start at the setting and in developing a positive attitude to learning. Planning is thorough and individualised, taking into account the needs of each child so they can make good 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 in order to sustain good quality learning. It also enables them to monitor the impact of equality and diversity for all the children in their care. The setting's own sampling of parental views confirms inspection findings through parental discussions, that parents are fully supportive believing the provision provides excellent opportunities for children's achievement, enjoyment and learning. Parents feel staff have built excellent relationships with both the children and themselves resulting in happy and very safe children. One parent stated, 'We are extremely pleased with Altarnun Pre-school and the staff and feel very lucky that we have such an excellent set-up available to us.' Another stated, 'I think it's fantastic; my child loves it here as did my other child. It gives them a fantastic start to their education and sets them up for learning.' Parents feel fully informed of their child's progress through regular formal and informal meetings.

Leadership and management have excellent links with the school's Early Years Foundation Stage helping inform their practice, as well as giving the children in both settings the opportunities to work together on a regular basis.

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

The setting provides an interesting, informative and stimulating learning environment. It meets the needs of the children well. A wide range of resources and activities cover the entire early years programmes of study. The children make good progress, entering the provision with skills at or a little above national expectations and leave above or well above expectations. This is due to good teaching and learning opportunities, which are well planned. The children demonstrate outstanding enjoyment, being eager and very enthusiastic to tackle activities set and are eager to attend. Two children enthusiastically explained they were making biscuits and a pretend birthday cake. They both stated they loved attending, as it was fun and they felt very safe. The excellent relationships

between adults and children ensure staff both enhance and develop the children's learning.

The outdoor area provides a good range of opportunities for physical and imaginative play utilising a wide range of large and small play equipment. The staff utilised the snowy weather to great effect, giving the children an imaginative and fun opportunity to play in the snow with the school's older pupils. It also provided an excellent opportunity to reinforce welfare routines and the children were well aware of the need to wrap up warm and stay dry to keep them fit and healthy. The children really enjoyed the range of imaginative activities for mark-making. The numerous toys and costumes capture children's imaginations as demonstrated by two boys excitedly telling each other what they could see through a pair of binoculars as they pretended to be explorers. Children have good opportunities to develop an outstanding understanding of how to stay safe. Children routinely wash their hands reflecting their good hygiene awareness. Behaviour is outstanding and the children were extremely polite both to each other and adults at all times.

Good planning, assessment and recording systems ensure the needs of all children are met well. Although staff need to be aware that the younger children need to have adult input to enhance their learning further. Staff ensure that all areas of the Early Years Foundation Stage framework are fully covered. Regular assessments are used to inform planning for the next stages of learning so the needs of each child are met fully.

Staff know their children well and team meetings ensure they 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 special educational needs and/or difficulties are very well supported. A range of external specialists assists the provision in ensuring all these children's needs 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 opportunities. Snack and lunch times provide a social occasion to develop interpersonal skills, reinforce healthy eating as well as hygiene and safety issues.

## 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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
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	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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