

# Pendennis Pre-School

Inspection report for early years provision

---

**Unique reference number**

148669

**Inspection date**

04/12/2009

**Inspector**

John Paull

**Setting address**

Hatch Ride Primary School, Hatch Ride, Crowthorne,  
Berkshire, RG45 6LP

**Telephone number**

01344 776 948

**Email**

**Type of setting**

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).

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.

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**

Pendennis Pre-School is a privately owned provision, which first opened in the 1960s. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school operates from an area within Hatch Ride Primary School, on the outskirts of Crowthorne, Berkshire. Children have use of some school facilities, such as the school hall, playground and playing fields. The site and building are accessible to people with disabilities and this includes wheelchair access. The pre-school serves families from Crowthorne and a number of surrounding villages and towns. It is registered to care for a maximum of 20 children from two to under eight years of age and usually accepts children from three years of age to five.

There are currently 25 children on roll aged from two to four years. This includes 18 children who are in receipt of nursery education funding. The setting welcomes children with special educational needs and/or disabilities and those who speak English as an additional language. Children attend for a variety of sessions. The pre-school is open each weekday during school terms only from 9.15am to 12.15pm and occasionally offers afternoon sessions if numbers dictate.

A total of five members of staff work with the children, including the owner/supervisor, who is onsite whenever the pre-school is open. Three members of staff hold appropriate early years qualifications. The pre-school has strong links with the Pre-School Learning Alliance, Hatch Ride Primary School and receives support from the local authority early years team.

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

Overall the quality of the provision is satisfactory.

The provision at Pendennis Pre-School is satisfactory and it meets the needs of children in the Early Years Foundation Stage as it should. The staff cooperate effectively with the owner/manager to ensure that all children are well included in what it provides. Children are cared for and safeguarded effectively, irrespective of their ethnicity, special educational needs and/or disabilities or social circumstances. A friendly, open relationship with parents is maintained, which helps children to settle and to feel secure when attending the pre-school. The success achieved to date suggests a satisfactory capacity to maintain improvement.

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

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

- improve outdoor facilities to provide children with greater opportunities to acquire skills across all areas of learning
- improve the system for daily risk assessments by indicating in writing who is responsible for them when the manager is absent

- ensure that learning outcomes and progress are noted and used to decide what to do next across all areas of learning.

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

Leadership and management are satisfactory overall. The pre-school has a strong policy of welcoming all, irrespective of ethnicity or social circumstances. Bilingual children are encouraged to be proud of their language skills and images, resources, dolls, books and toys reflect diversity positively. Safeguarding, health and safety, child protection and similar arrangements are prioritised effectively and meet statutory requirements. Staff vetting arrangements to ensure the safe recruitment of staff are systematic and an improvement on what was in place at the time of the last inspection. Daily risk assessments are carried out meticulously, although the system for carrying out the daily check does not make it sufficiently clear who is responsible if the manager is absent. Each member of staff operates as a keyworker and takes responsibility for knowing about the care, welfare and learning of a group of children. This enables information about each individual's needs to be made known to all other responsible adults. This is fully inclusive of children with special educational needs and/or disabilities and those who speak English as an additional language. That said, notes kept are a little too general to indicate the specific progress made in all six areas of learning separately.

The manager is beginning to use new self-evaluation procedures to record and establish the quality of provision and performance and to decide what needs to be done to make further improvements. For example, she and all the staff are aware that the outside play area, while situated in a clearly demarcated and separate part of the site, is not ideal. It lacks cover and the necessary variety of resources and opportunities required for children to pursue all areas of learning in the Early Years Foundation Stage. Desire for improvement is apparent amongst everyone and plans have been drawn up to refurbish this space. However, it is also clear that to realise this improvement will require funding. The manager is currently seeking advice about how to move forward. The staff also evaluate their role in ensuring that the children learn and make progress. The information is shared, but not recorded in sufficient detail to check back to ensure that teaching and learning develop accordingly. Nevertheless, the manager and staff operate as a good team, which means that ambition and drive to make things better are satisfactorily embedded and understood.

Significant outcomes have been achieved related to the previous report's recommendations. For example, the format of pages in the accident book has been updated to reflect best practice better. A staff induction policy and procedure is now in place and arrangements to inform parents about the pre-school's policies, as well as how their children are getting on, are also much improved. This means that the partnership with parents is now good. Parents spoken to during the inspection were pleased with what is provided. Typically, one commented, 'Yes, it's good. The staff listen and are willing to help and my child always seems to like coming here.' Another agreed that information about children's progress is always forthcoming. They liked the recent provision of a coffee morning and a 'dad's

morning', as means of getting to know how to support their children's development better. The pre-school's partnership with the school is also productive and helps children to move on smoothly to the Reception class there, when the time comes.

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

Outcomes for children are satisfactory. On entry to the pre-school, their knowledge and development ranges widely, although in most cases matches what is usually found for the age group. The staff and manager plan activities across all the areas of learning satisfactorily, taking account of individual needs and learning requirements. By the time children leave the pre-school, which for most is at the beginning of the Reception year, they are confident, independent and ready to learn. This reflects satisfactory achievement, which is born out by children's success in what they do and what is placed on record in their achievement books. It is reflected in their learning and development across the Early Years Foundation Stage. For example, they listen attentively to stories, as during a reading from 'The Gruffalo'. They make marks on paper and other surfaces using a range of pencils, crayons and felts, which also show that their hand and eye coordination is around what most others do at the same age. They sing simple rhymes and nursery songs and they show interest in counting and recognise simple printed numbers. They play and take part in the activities provided cooperatively and mix well socially. Their behaviour is good. They are interested in making pictures and use craft materials to good purpose.

These satisfactory outcomes are achieved because tables and spaces around the room are set aside for children to experiment with ideas across the areas of learning. The staff ensure that each child engages well with the activities and plays with toys and resources sensibly. While such outcomes are noted and used to decide what to do next, details are not always sufficient to plan thoroughly and maximise learning in all areas at all times.

The staff relate well to the children, role modelling kindness and taking care, thereby helping the children to feel safe and to enjoy what they do. Good safe routines are in place when children move around the pre-school and, for example, when they arrive or are collected by parents. They are taught about what is healthy and the importance of exercise. The pre-school has a good stock of outdoor rolling toys, which children are keen to use. That said, the staff's efforts to ensure that children experience the full areas of learning outside is limited by the accommodation. The surfacing, for example, does not offer sufficient varieties of texture and types, limiting activities that can be provided there, especially when the weather is inclement. Children are unstintingly helpful in their contribution to tidying up and looking after toys and resources. Their developing skills in counting and learning about letter shapes and sounds linked to their sociability means that they are prepared satisfactorily for the future.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	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	3
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3

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)

## **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