

Little Dolphins Pre School

Inspection report for early years provision

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Inspector

Anne Wesley

Setting address

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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

Little Dolphins Pre-School is a committee run group that opened in 2004. It operates from a classroom within Godolphin School, situated in a rural village close to the town of Helston, in Cornwall. A maximum of 16 children may attend the pre-school at any one time. The pre-school is open each weekday morning from 9.00am until 11.30am and on Monday and Wednesdays from 1.00pm until 3.00pm, during term times only. All children share access to a secure enclosed play area.

There are currently 26 children from two to four years on roll; of these, 15 children receive funding for nursery education. Children come from a wide catchment area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school employs two full-time staff and one part-time volunteer. Both full time staff have early years qualifications to NVQ Level 2 or 3. The setting receives support from an advisory teacher from the Local Authority and is a member of the Pre-school Learning Alliance (PLA).

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 standards expected for their age. Staff use their knowledge of the children to promote all aspects of the children's welfare and learning development effectively. Children are safe and secure at all times and enjoy learning. Parents are very happy with the nursery and appreciate the friendly and helpful staff. The setting is fully inclusive, catering well for children who speak English as an additional language and those with special educational needs and/or disabilities. The manager and staff are committed to continuous improvement and have the capacity to achieve this.

What steps need to be taken to improve provision further?

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

- ensure the planned improvements to the outside area provide the best possible learning environment for the children
- record consistently in the children's Learning Journeys what they need to do next to improve and record their progress regularly
- include all staff and the committee in updating the self-evaluation form completed by the manager.

The effectiveness of leadership and management of the early years provision

Little Dolphins pre-school is led and managed well. There is a clear focus on ensuring all children enjoy learning and make good progress. The staff work well together as a team with children's well-being and safety as their priority. The children are safe and secure at all times. All the staff have a comprehensive awareness of safeguarding issues and receive regular training. The good practice in the pre-school is underpinned by sound policies which are regularly reviewed and updated. Those who work in the setting have a good understanding of what it does well and what it needs to improve. However, the self-evaluation process does not involve all those connected with the setting. Some questionnaires have been conducted with parents and the manager has taken note of their views with the result that the pre-school has offered extra afternoon sessions.

Staff know their children well and a good system of assessment has been introduced which effectively captures children's achievements and interests. This information is used for planning activities which are relevant and interesting for the children. As yet the development records do not always show clearly what the children should do next to ensure they continue to make progress in their learning.

The outdoor facilities are very limited, however the manager ensures that the very best use is made of the space they do have. Plans to improve the area are in place and funding has been secured which demonstrates the manager's drive for continuous improvement. There are very good relationships with both the host school and the parents which have a positive impact on the outcomes for children. The transition into school is excellent as a result of the very good liaison between the pre-school and the school's reception class.

The setting is fully inclusive and the children are introduced to multicultural ideas through the careful use of resources and by celebrating the festivals of other faiths.

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

The children make good progress during their time in the pre-school because there are many interesting and innovative activities for them to experience, activities which are tailored to their specific needs. Children actively participate and become totally engrossed in a very wide range of age-appropriate learning experiences. They show excellent concentration and focus. Adults ensure that the activities planned for children cover all the necessary areas of learning. The creative activities provide children with the opportunity to develop skills such as cutting and pencil control. Consequently, children learn the skills that they will need for the next stage in their learning. Children are confident and self-motivated because throughout the session they choose what they would like to do and the resources are stored to allow independent access wherever possible. They can choose to play inside or outside and despite the very restricted area outside the classroom many interesting learning opportunities do take place. Children enjoy experimenting with

capacity using the water tray provided, taking a variety of containers from inside to explore how many were needed to fill large containers outside. The opportunity for learning in the children's water play was maximised and the conversation carefully led by the adult meant that their learning was taken forward extremely well.

The setting does not have an area of its own for children to use to develop physically so arrangements have to be made with school to provide opportunities for running, climbing and use of ride-on toys. Since the last inspection, the school and pre-school have ensured more opportunities are provided but as this is timetabled it is still restricted.

Staff pay particular attention to promoting children's personal development so that the children quickly learn how to share and take turns. They have plenty of opportunities 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. The children take some responsibilities as they have certain jobs when it is time to tidy up. Helping at snack time is very popular. 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	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	2
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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

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