

# Tywardreath Pre-School Playgroup

Inspection report for early years provision

---

<b>Unique reference number</b>	102886
<b>Inspection date</b>	20/01/2010
<b>Inspector</b>	Lynne Stephanie Bowden
<b>Setting address</b>	Old Town Hall, Fore Street, Tywardreath, Par, Cornwall, PL24 2QP
<b>Telephone number</b>	01726 813356
<b>Email</b>	
<b>Type of setting</b>	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 0300 123 1231, 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: 0300 123 1231  
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).

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**

Tywardreath Pre-School is a committee run group. It opened in 1962 and operates from one room in the old town hall. It is situated in the village of Tywardreath, Cornwall. Children have access to enclosed outdoor play areas. The setting has a pet hamster. The group opens five days a week term time only. The setting is open Monday to Thursday from 9am until 12am and on Friday 9am until 12:30pm. The setting is registered on the Early Years Register for a maximum of 20 children aged between two and five years old.

There are currently 20 children on roll, including some children with special educational needs and/or disabilities and English as an additional language. Some children also attend other providers of the Early Years Foundation Stage. Children come from the local area.

The pre-school employs four members of staff, of whom three have early years qualifications and one staff member is currently working towards her qualification. The setting receives support from Cornwall Council's children, schools and families directorate. They are also members of the Pre-school Learning Alliance.

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

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children are confident, happy and secure at this welcoming setting. Staff plan and provide a wide range of activities which interest children and promotes their learning and development. Children develop awareness of difference and diversity, through their use of resources and sign language, though there are some difficulties with accessibility. Parents are informed about the provision and their children's achievements. The setting works effectively with other providers. Staff are able to identify their and the setting's strengths and weaknesses.

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

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

- improve handwashing facilities to minimise risk of cross infection
- improve accessibility to premises for people with disabilities
- increase access to a variety of script and languages.

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

Children are safeguarded by the effective recruitment and vetting procedures which ensure that children are cared for by suitable and qualified staff, who attend training to update their knowledge and practice. There is a comprehensive

safeguarding children policy. The premises are very secure with systems in place to monitor visitors. Regular fire drills are carried out, so that children become familiar with them. Equipment is serviced regularly and comprehensive risk assessments are carried out to keep the environment safe. Access to the premises by people who use wheelchairs is difficult, because of the step at the entrance and the lack of a wheelchair accessible toilet.

The setting has a full set of policies and procedures. The provision has effectively addressed weaknesses identified at a previous inspection. For example they have improved the organisation of all their documentation and make effective use of observation and assessments to inform their planning. They are committed to continual improvement. They have systems in place to monitor the effectiveness of their practice and identify areas for development and have made plans to address these areas.

Staff have developed good relationships with parents. When children start at the setting, they seek and are given information about their interests and levels of achievement by parents. Parents are kept informed through informal feedback each day and provided with written information about their children's progress in their learning journals and at regular meetings with their children's key workers.

Sign language is an integral part of the settings routine, supported with picture prompts to aid communication and integration of all children. Staff liaise very effectively with other agencies to meet individual children's needs and follow the special education needs code of practice.

They also share information and work closely and effectively with other providers of the Early Years Foundation Stage, to ensure continuity and coherence of care.

Though staff encourage children to follow good hygiene practices, lack of hot water can both discourage hand washing and reduce its effectiveness in preventing spread of infection.

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

Children make good progress in all areas of learning. Routine activities are used by staff, to enable children to consolidate and use their skills purposefully. For example at snack time children find their own place names and develop independence as they use small jugs to pour out their healthy drinks of milk or water. They learn about the world around them and healthy eating through discussion with staff, growing their own fruit and vegetables and visits from local chefs.

They are learning to keep themselves safe as staff remind them of safety rules, such as safe use of outdoor equipment and indoors safe use of a stapler. When fire officers visit to talk to the children, they learn about fire safety. Daily access to the outdoor play area enables children to enjoy the fresh air and develop their confidence and physical strength as they enjoy climbing and manoeuvring around

the climbing frame, and steer and pedal wheeled toys around.

Children learn to the importance of dressing appropriately for outdoor play, through discussion with each other and staff. Children enjoy looking at and exploring books and learn that print has meaning as they listen with concentration as adults read stories to them. They become aware of patterns in language as they learn about rhyming words and begin to develop pencil control through drawing with a variety of pencils and crayons. Children thoroughly enjoy singing familiar songs and develop awareness of number through songs and games, such as 'What time is it Mr Wolf?' Children develop a sense of self-worth and confidence and of the passage of time because staff warn them when they have five minutes before their activities end and set up an egg timer, so that children can see the time passing. They then happily help staff to pack resources away in readiness for circle time. Children become aware of and learn to respect and value diversity through their routine access to a wide range of resources which ensures that they see positive images of diversity. However, although some children attend with English as an additional language, this is not reflected in displays and labelling in the environment.

## 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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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	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

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)

