

# Perran-ar-worthal Pre School

Inspection report for early years provision

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**Unique reference number**

102770

**Inspection date**

25/01/2010

**Inspector**

Lynne Stephanie Bowden

**Setting address**

The Village Hall, Perranwell Station, Truro, Cornwall, TR3  
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**Telephone number**

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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**

Perran-ar-worthal Pre School is a committee run group. It opened in 1963 and operates from one room in Perran-ar-worthal village hall. Access to this room is down some steps. It is situated in the village of Perranwell Station, Cornwall. Children have access to an enclosed outdoor play area. The pre-school is open each weekday from 9am until 3pm during term times only. The setting is registered on the Early Years Register for a maximum of 12 children aged between two and five years old.

There are currently 19 children from two to four years on roll. Some children also attend other providers of the Early Years Foundation Stage. Children come from the local area.

The pre-school employs six members of staff. All staff hold appropriate early years qualifications. The setting receives support from an advisory teacher 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.

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 some awareness of difference and diversity, through use of resources. Though there are 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:

- give children opportunities to complete activities to their satisfaction
- improve resources of positive images of people with disabilities and other languages and forms of communication.

## **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, along with daily checks of areas used by the children. Access to the premises by wheelchair users is difficult, because of steps down to the entrance and the narrowness of interior doorways.

The setting has a full set of policies and procedures. The provision has taken steps to effectively address weaknesses identified at a previous inspection. For example, they now organise regular fire drills to ensure that children are familiar with them, observation and assessment systems have been improved and children benefit from daily access to outdoor play.

Their self-evaluation is accurate and identified areas of weakness have either been addressed or plans are in place to do so. Cohort tracking sheets enable staff to identify any weaknesses in their educational program along with individual children's progress. Clear and comprehensive observation records, show each child's progress and informs the planning to promote their future development. Staff ensure that children have routine access to a range of resources that present positive images of diversity, so that they become aware of and learn to respect and value diversity. However, there are few showing different languages, forms of communication or people with disabilities.

Staff have developed good relationships with parents. When children start at the setting, they seek and are given comprehensive 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 and at regular meetings, each term with their children's key workers.

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

Staff minimise risk of cross infection by following good hygiene practices and encourage children to wash their hands appropriately, both with verbal reminders and displays.

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

Children make good progress in all areas of learning. They are interested in the range of activities and resources available to them. Routine activities are used by staff, to enable children to consolidate and use their skills purposefully. For example, as children find their own names on arrival and self-register and at snack time they find their place names. Some are able to recognise the initial letters of their friends' names. They develop independence as they pour out drinks of milk or water. They learn about the world around them as they collect insects and plant matter and study them under the microscope.

Daily access to the outdoor play area enables children to enjoy the fresh air and develop their confidence and physical strength as they enjoy manoeuvring wheeled

toys around and practise ball skills.

Children learn 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. Children develop coordination and rhythm as they thoroughly enjoy dancing and moving to familiar music. Most children happily help staff to pack resources away in readiness for snack. However, some protest at having to end their activity with little notice.

## 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	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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