

St Piran's Playschool

Inspection report for early years provision

Unique reference number	EY337574
Inspection date	01/02/2010
Inspector	Sarah Jane Wignall

Setting address	King George's Playing Fields, Delabole High Street, Delabole, Cornwall, PL33 9AA
Telephone number	01840 214871
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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

St Piran's Playschool is a committee run group. It opened in 2006 and operates from rooms in a purpose built facility in the park in the village of Delabole, in Cornwall. A garden is used for outdoor play activities. The setting is open each weekday from 9.00am until 3.15pm with children attending a range of sessions, during term time only. A maximum of 16 children aged from two to the end of the early years age group may attend the setting at any one time.

There are currently 45 children attending who are within the Early Years Foundation Stage (EYFS). Most live locally and some also attend other early years settings. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff, six of whom hold appropriate early years qualifications and two are currently undergoing training to NVQ level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff have an excellent knowledge of children's individual needs and abilities ensuring they promote all aspects of their care and learning well. They plan a wide range of interesting and stimulating activities that interest and engage children helping them to make very good progress in their learning and development. Health and safety is given a very high priority ensuring children are safe and secure at all times. Excellent relationships with parents contribute to the way staff plan for and meet individual needs. Rigorous systems of self-evaluation ensure the setting is constantly striving to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop effective links with other providers who are also delivering the EYFS to children attending the setting.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through rigorous and well implemented systems that ensure all adults working with children have been appropriately checked and vetted and that unchecked adults are closely supervised and monitored at all times. The setting is extremely well organised with well established policies and procedures in place to support the excellent practice. Staff place a very high emphasis on health and safety and comprehensive risk assessments are carried

out, along with thorough daily checks, to ensure all areas are safe and suitable for children's use. Children demonstrate a very good awareness of safety routines and they move and play sensibly both indoors and out. They respond extremely well to the expectations of staff and actively help when it is time to tidy up and put resources away. Staff take immediate action to address any safety issues such as drainage problems in the outdoor area, ensuring that children are not put at risk.

Daily sessions are very well established and well thought through. Children respond very well to the structure in place helping to give them a strong sense of security and develop their confidence. Staff roles and responsibilities are clearly defined ensuring that sessions run well and children receive high levels of adult support as they play and learn. The manager provides strong leadership both to the staff team and the children. She is very committed to delivering high quality care and education to the children attending. Regular meetings with both the staff team and the management committee ensure a clear overview of the setting and help focus attention on future developments, such as improvements to the outdoor play area and developing partnerships with other providers of the Early Years Foundation Stage. Significant progress has been made since the last inspection with all recommendations raised at that time now fully addressed. This demonstrates an excellent capacity to improve.

Partnerships with parents are a strong feature of this community based group. They are encouraged to be involved with the group sharing skills and helping at fund raising events. They are provided with high quality and comprehensive information about activities and events, and regular meetings with their child's key worker ensures they are fully involved and informed about their children's progress. Well established links with the local school ensure children are very well supported as they leave pre-school and approach this change with confidence.

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

Children thoroughly enjoy their time at the group, arriving happily and confidently and settling very quickly to play with their friends. Staff warmly welcome both children and parents as they arrive and children eagerly participate in the wide range of activities provided. Excellent relationships exist both with adults and other children at the setting. Children become engrossed as they use water and paintbrushes to paint the wooden railing outdoors. Staff skilfully support their learning as they discuss how the wood changes colour from light to dark when water is added.

Daily sessions are very well organised, providing an excellent balance between adult-led and child-initiated activities. Children eagerly sit on the mat during whole group circle times. Staff use this time effectively to extend children's learning in many areas. For instance children develop a clear understanding of sounds and letters as they discuss different sounds and several children relate this to the sounds in their own name. Staff ensure all children are appropriately supported and challenged and plan activities that meet their individual needs, for instance while younger children begin to recognise their name using picture symbols, older

children recognise their written name. Weekly plans are in place and used to guide sessions. However, staff use their knowledge of key children to support their learning on an individual basis. They use comprehensive observations and assessments to identify where progress has been made and to focus attention on less developed areas, ensuring all children make exceptional progress.

Children show an interest and enthusiasm for their learning. They eagerly put on waterproof coats when going outside to paint or play in the sand. They enjoy using a range of resources to shape and mould damp sand. Staff are effectively deployed throughout the session, ensuring that children are fully supported in their play. For instance children develop a keen understanding of technology as they use a mouse to navigate around a computer screen when using the laptop computer, and they learn about patterns as they select beads to match the pattern on a board.

The play room is extremely well organised, providing children with a warm, bright and comfortable area in which to play. Staff place a high emphasis on the use of books and children are encouraged to visit this area to look at books and listen to stories. A library loan scheme is in operation with children selecting books to take home to share with parents. There are many opportunities for children to be creative using a range of materials such as paint, clay and dough. They use their imagination well when playing in role play enjoying the opportunity to dress dolls in different clothes.

Children learn about healthy lifestyles through the daily routines. They independently wash their hands after messy play and before eating and they help themselves to drinks from well placed cups in the play room. Mid day snacks are very healthy and inviting and include a wide range of fresh fruit. All food is very well presented, with staff following rigorous hygiene practices when preparing and serving the foods. Robust systems are in place to ensure all adults are fully aware of any special diets and allergies, and children appropriately supported. Parents are kept fully informed of any accidents at the setting. Children develop strong physical skills as they play indoors and out. The outdoor area is well used in good weather, and plans are in place to further develop this area to maximise its use for all areas of learning.

The pre-school is at the heart of the community and children develop a strong sense of themselves and their own environment by actively participating in local events such as the annual village carnival. Trophies and pictures are proudly displayed showing their success. They learn to value difference and diversity as they learn some French words recognising that people speak in different ways. Staff actively encourage and support children in all they do, equipping them very well for the future. They create an atmosphere where children learn to value and respect themselves and each other. As a result of this they feel good about themselves and approach learning in a positive and enthusiastic way.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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