

# Bodmin Pre-School

Inspection report for early years provision

---

**Unique reference number**

102973

**Inspection date**

26/02/2010

**Inspector**

Nicola Jayne Pascoe

**Setting address**

Mary Kendall House, Priory Road, Bodmin, Cornwall, PL31  
2AE

**Telephone number**

01208 798251

**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 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).

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

Bodmin Pre-School (Mary Kendall) is a committee run group. It opened in 1972 and operates from fully accessible, purpose built accommodation situated in Priory park in the town of Bodmin, Cornwall. The pre-school is open each weekday from 9.15am until 2.45pm during term time only. All children share access to a secure enclosed play area. The pre-school keep a pet rabbit, terrapins, giant land snails and birds.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the pre-school at any one time. There are currently 30 children in the early years age group, some are in part-time places. The pre-school supports children with special educational needs and/or disabilities and English as an additional language.

There are four members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 3. All assistant pre-school staff are currently completing further training to a level 4 and the manager is completing an Early Years degree course. The setting receives support from an advisory teacher from the local authority. They are members of the Pre-School Learning Alliance (PLA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff team are extremely knowledgeable and experienced early years practitioners. All are exceptionally confident and capable in the delivery of the Early Years Foundation Stage. The pre-school are very successful in the provision of an inclusive environment for all children attending. An effective key person system is in place which fosters very positive relationships with children, their parents and other early years providers. As a result of these systems, children's individual needs are identified and met exceptionally well. Staff are highly committed to continuous improvement of their practice and aim to maintain this through further training and development opportunities and continuing to work closely with other agencies.

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

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

- developing the systems for self-evaluation further, in order that continuous improvement in the pre-school practice is effectively evidenced.

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

Staff are highly committed, enthusiastic and extremely skilful practitioners. They follow very effective procedures to safeguard the children in their care. Thorough systems are in place to recruit appropriately qualified and experienced staff and all staff are vetted for suitability. Comprehensive written risk assessments are in place and daily visual checks are completed to maintain children's safety. The premises are kept secure and all visitors to the setting are effectively monitored. Unvetted persons are supervised with children at all times. Staff are exceptionally skilful in their promotion of equality and diversity. Children's unique qualities are identified, respected and valued. Staff provide children with excellent opportunities to explore and celebrate their own cultures and beliefs and those of others. Children enjoy free access to a very good range of visual aids, books and resources and participate in well-planned activities, which are effective in promoting their positive awareness of people's differences. The pre-school are very successful in their provision of a warm and welcoming environment in which every child matters. Children benefit greatly from the relaxed atmosphere and a structure which resembles that of a large and happy family unit. They are encouraged to take responsibility for themselves, for others and for the environment. Children are active agents in their own learning and their achievements are highly valued. As a result, they have a strong sense of belonging. The pre-school premises are organised very well and contain a vast array of exciting resources, visual aids and wonderful examples of children's work. It is evident that staff value and celebrate children's achievements. Excellent systems are in place to monitor, assess and plan for children's progress.

Parents are warmly welcomed and are actively involved in their child's learning. Effective links with the local school and other providers have been established in order to maintain continuity of care and cohesive learning experiences for children attending more than one early years setting. Information is shared very effectively through a variety of appropriate methods. For example, an attractive notice board in the foyer displays photographs, informs parents of staff responsibility and details the principles which underpin the Early Years Foundation Stage. All areas of the pre-school premises are used to showcase children's work. Children are confident to move freely within the pre-school as they benefit from an enabling environment, in which they can access favourite toys, resources and tools as they wish. Children choose when they want to play outdoors and confidently collect their coats and boots to dress themselves appropriately for the cold weather. The setting welcomes support and advice from other agencies and is proactive in keeping up-to-date with early years issues. All staff are currently completing additional training to further enhance their knowledge and skills. They are very successful in their use of reflective practice and regular staff appraisals, in order to successfully evaluate and drive future improvement. However, there is no written record of this self-evaluation system in place, in order to monitor and evidence continuous improvement.

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

Children enter the setting enthusiastically and separate from their parents with ease. They quickly engage in enjoyable and purposeful play, eagerly selecting favourite toys and sharing them with their friends. Staff interact exceptionally well with children to encourage and support them. As a result, children are very confident and capable. Children and adults have formed exceptionally strong and trusting relationships; they chat enthusiastically, sing-along to the reggae music which is playing softly in the background and make suggestions for what they would like to do next. Children follow the good examples set by adults and as a result, they are extremely well-behaved, polite and kind to one another. Children are clearly respected, valued and listened to by adults, who enable children to flourish. As a result, children are making very good levels of progress during their time at the setting. They are curious, inquisitive and keen to learn and are provided with appropriately challenging opportunities, to enable them to make continual progress in their learning and development.

Children are developing an excellent awareness of the importance of following appropriate hygiene procedures to maintain their good health. They wash their hands thoroughly at appropriate times without prompting from adults. They enjoy daily opportunities to play in the fresh air and enjoy physical exercise as they run, climb, dig in the sand and ride on small vehicles. They also enjoy regular planned opportunities to explore and investigate the local environment. Healthy and nutritious snacks are provided in sufficient quantities for their growing needs. Packed lunches are stored appropriately and are eaten socially with staff and other children, at tables set with vases of fresh flowers. Children are beginning to understand the importance of maintaining their own safety, as they follow sound advice from staff on how to handle tools, move carefully indoors and to identify and manage potential risks outdoors. They practise regular fire drills and have extended their understanding of fire safety further through a recent visit the local fire station. Children confidently initiate ideas for play as they make use of the excellent range of resources which are freely available. They extend their play sufficiently, experiencing appropriate levels of challenge, as they make effective use of additional tools and materials. The pre-school offers a wonderful sensory area, ever-evolving role-play area and free-flow access to the outdoor play facilities.

Children show exceptionally high levels of independence. They take responsibility for caring for the pre-school pets which include terrapins, a rabbit, giant land snails and small birds. Children follow clearly established procedures for their own personal care. They self-register when they arrive at the setting and also to show when they have eaten their snack. They access drinking water as and when they wish and clear away their plates and cups after they have eaten. Children communicate confidently with adults and each other. They are able to use signing as an additional form of communication. Children also communicate with adults very effectively through facial expression and body language. Labelling is used very well to support children's increasing levels of independence as they identify where items are stored. Children sing, scribe and enjoy free use of books for

personal enjoyment. Excellent whole group sessions include all children, as they discuss and decide what day of the week it is, what the weather is like today and share experiences from home. Story-time is extremely successful, as the member of staff delivering this session is very skilled in her ability to engage children, actively involve them and maintain high levels of concentration. Children enjoy excellent opportunities to explore their own culture and beliefs and those of others. They greet each other in English, Cornish and Polish. They celebrate local festivals and explore Chinese New Year. Children have free access to an excellent range of resources which promote a positive awareness and understanding of people's differences.

Children are confident to problem solve as they build and construct using a wide range of materials. They cut out different shapes as they make collage and they explore addition and subtraction as they sing counting songs. Children have free use of suitable resources for sorting and matching. They recycle when making imaginative models and mobiles from old packaging. Children express themselves freely through craft activities as they paint, dance, use a range of musical instruments from around the world and initiate role play. They enjoy use of a very well resourced sensory area and have use of an excellent range of resources through which they can express their feelings and emotions. Children are confident users of computer equipment and have use of interactive and programmable toys.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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
--	-----