

# St Johns Pre-School

Inspection report for early years provision

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102864

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31/03/2010

**Inspector**

Heather Tanswell

**Setting address**

St Johns Church Hall, Trevu Road, Camborne, Cornwall,  
TR14 7AE

**Telephone number**

07751359949 (Mobile)

**Email**

willsonlyn@yahoo.co.uk

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

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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

St. John's is a committee run pre-school, which opened in 1992. It operates from St. John's Church Hall in Camborne, in Cornwall. The pre-school is open each weekday from 8.45am until 12 noon, during term times only. A secure area is used for outdoor play activities. The premises are accessible.

The provision is registered by Ofsted on the Early Years Register. A maximum of 20 children in the early years age group may attend the pre-school at any one time and there are currently 24 children on roll in this age range. They live locally and some children also attend other early years providers. The setting is in receipt of funding for the provision of free early education to children aged three and four.

The setting supports children with special educational needs and/or disabilities, and children who speak English as an additional language. There are five members of staff. Three have early years qualifications to NVQ Level 3.

The setting receives support from Cornwall Council's Children, Schools and Families directorate and a qualified teacher from the nearby Trevu Children's Centre.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The caring professional relationships established between practitioners, children and parents are a key strength in this setting and contribute significantly to children's happiness and how effectively they all learn and develop in this stimulating environment. The welfare needs of each child are carefully considered and planned for to promote their physical and emotional well-being. The manager has built a strong team who reflect on their practice, identify most areas that require improvement, and know how to plan and provide an enabling environment for young children in liaison with other professionals. Therefore, the capacity for continuous improvement is very good.

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

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

- promote positive attitudes to diversity through planned activities that encourage children to learn about similarities and differences and to value aspects of their own and other people's lives
- regularly review the safeguarding children and complaints policies to make sure they contain up-to-date information
- improve hand washing routines to minimise risk of cross infection.

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

The children's care, learning and welfare are significantly enhanced by the exemplary way the setting is led and managed and the commendable team work. Relationships are excellent and there is a strong sense of purpose shared by all adults. Parents celebrate how well their children learn and thrive at the setting and are highly supportive of all the staff. Resources, displays and use of key words from the home languages used by children in the setting help all families feel welcome and valued. There are effective procedures in place for identifying and meeting the needs of children who need extra help in liaison with other agencies. All the required policies and procedures to safeguard children are in place, but some have not been reviewed recently. As a result, the child protection and complaints policies do not contain up-to-date information about who to contact. Rigorous vetting procedures to make sure only suitable persons are in contact with children are fully implemented. Ofsted is promptly informed about important changes. Fully up-to-date risk assessments and daily checks on the premises and equipment minimise the risk of harm to children.

Since the last inspection, there has been some very good progress especially with regard to how staff plan and use routines to introduce and reinforce learning and work in partnership with parents. As a result, children now calculate and use numbers as they lay tables and serve their friends, and write their own names on pieces of work. Staff are ambitious for the children they care for and keen to drive improvement. Self-evaluation involves all staff and parents. Actions taken by the setting are well chosen to meet the needs of children currently at the setting even though some are hard to achieve. Religious and cultural events are planned for and celebrated all year round, however, some opportunities to share local experiences and learn about the wider world are occasionally missed. Parents are fully involved; they sit on the management committee, share achievements and contribute equally to targets for next steps for their children and the setting in meaningful and creative ways. They fill out holiday diaries to contribute to next term's plans, complete questionnaires, make small world role play scenes based on children's current interests, and take home story sacks to share with all the family. Staff share the information they gain through liaison with parents and other agencies and from their observations to influence the next week's plans and provision of resources to help children make progress. They carefully monitor children's achievements and with photographs and examples of children's work create highly informative and wonderful records of children's achievements that parents cherish.

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

Children make outstanding progress according to their starting points because there are many interesting and stimulating activities planned to meet the needs of the children who attend each day. Children are tremendously happy, develop a strong sense of community and, as a result, behave very well. Staff interact

effectively with children, listening to what they have to say, making resources readily available, and building respectful and caring relationships. Children respond by being very helpful and caring, showing great pride in their own and others' achievements. For example, a child who manages to put on a role play outfit by themselves goes to an adult to share her success and another notices and compliments another child when they do something for the first time on their own. Children make space for one another at circle time, carefully sitting on their named mat and listening and joining in attentively to stories and conversations.

Children are skilful communicators. They enjoy lengthy conversations and use language to recreate roles. They successfully recognise their written names and the names of other children and through making marks and drawing attempt to write, many correctly scribing their names on their work. Children are superbly confident and gain a sense of self-respect through the part they play in managing routines. This is because of the imaginative way adults include them in daily activities. Children help an adult complete the register by calling out the names of children who are present and explaining what they are doing. Through this they learn to recognise everyone in the group, which helps children feel welcome. Although they learn good hygiene as they independently wash their hands after toileting and before eating, after craft activities they share a bowl of water and hand towel which poses a risk of cross infection. Safety is given high priority in the setting. Doors and gates are locked and access to the premises monitored. Children learn to keep themselves safe as they take part in regular fire drills and listen to stories about how to avoid dangerous situations, for example getting lost.

There is an excellent balance between activities led by adults and those children choose for themselves. Previous planned activities such as a teddy bear's picnic stimulate children's imagination and become part of their self-organised role play. Although the outdoor area is not readily accessible, it is used daily and imaginatively resourced to make sure children enjoy their time out in the fresh air, which promotes their sense of well-being. The area is also used to promote children's understanding of the natural world, for example children plant and care for sunflowers and herbs. Children explore natural and junk materials at a well resourced craft table. Children use the materials creatively making pictures and models, each one unique, as they learn to handle tools such as scissors and glue sticks adeptly. Their prompt efforts helping tidy away are well rewarded with praise. As a result of their time at the setting and especially the positive relationships, children develop all the skills they need for the future according to their starting points and abilities.

## 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	1
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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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	1

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