

# Quintrell Downs Pre-School

Inspection report for early years provision

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**Unique reference number**

102851

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04/03/2010

**Inspector**

Nicola Jayne Pascoe

**Setting address**

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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**

Quintrell Downs Pre-School has been registered since 1991. It operates from the village hall in the small community of Quintrell Downs, near Newquay, Cornwall. The premises are fully accessible and children have free use of a secure outdoor play area. The pre-school is open each week day from 9.15am until 12.15pm during school term time. The group also incorporates a toddler session on a Tuesday. The setting serves the local community.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 23 children in the early years age group and some are in part-time places.

The setting employs four members of staff. There are two members of staff who hold a level 3 qualification in childcare and two members of staff who are qualified to a level 2. The group is supported by the local authority and the Pre-school Learning Alliance (PLA).

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

Overall the quality of the provision is good.

Staff demonstrate a good understanding of the principles underpinning the Early Years Foundation Stage. They plan effectively to deliver a broad and balanced curriculum of activities which successfully promote all areas of learning. Staff have established positive relationships with parents, the local authority and the PLA. As a result of this effective information sharing, staff demonstrate a very good ability to meet children's individual and specific needs. The setting have developed effective systems for monitoring and evaluating their early years practice and demonstrate a high level of commitment to maintaining continuous improvement.

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

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

- develop the links with other providers of the Early Years Foundation Stage, in order to maintain continuity of care and cohesive learning experiences for those children who attend more than one setting
- ensure that equipment and furniture are of an appropriate height for younger or smaller children, in order that they may benefit from free access to all the resources available.

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

The staff team work extremely well together and are confident and capable in their specific role and responsibility. They follow good safeguarding procedures to

ensure that children's safety and security is maintained at all times. Appropriate vetting procedures are in place which ensures that suitable people are working directly with children. Children are closely supervised at all times. Visitors to the setting are monitored. Comprehensive written risk assessments are in place and daily visual checks are completed on the premises, toys and equipment. Children benefit from a generally enabling environment as resources are stored attractively in open units and on the tables. However, the environment is not fully inclusive as the sand tray and some of the furniture are at a height which makes them inaccessible to younger, smaller children. All children are able to freely access the outdoor play area and toilet facilities and, as a result, they are developing their levels of independence.

Staff provide children with a good range of resources which positively promote an awareness and understanding of people's differences. Children's unique needs, preferences and abilities are identified, respected, valued and met. As a result, the setting are effective in promoting equality and diversity. Staff recognise the value of maintaining positive partnerships with parents and encourage feedback through use of parent questionnaires. Although information is regularly shared with parents, the setting have not fully developed the systems with which to maintain effective links with other providers of the Early Years Foundation Stage. The pre-school committee are actively involved and are supportive of the group. Staff welcome advice from other early years agencies and are successful in identifying appropriate areas in which to drive improvement in the pre-school practice. They demonstrate a high level of commitment to continued development of their professional skills and are successful in achieving this as they regularly attend appropriate local authority early years training events.

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

Children are settled, happy and content. Those who are new to the setting receive very good levels of support to help them adjust. Children busy themselves with their favourite activities. They have established strong and positive relationships with adults and other children. They move confidently within the setting in the knowledge that adults are maintaining their safety and security. Staff explain carefully to children how accidents happen and how they can be avoided. Children are also developing their awareness of maintaining their safety through regular practise of the emergency evacuation procedures.

Good systems are in place to establish what children know, understand and can do on entry to the setting. Staff use this information well to influence future planning. Effective systems for assessment in the form of individual 'Learning Journals' are in place. These are used to gather evidence of children's achievements, which are shared and celebrated with children and parents on a regular basis. They contain photographs, written observations and lovely examples of children's work. Assessment records are used very well to identify individual and specific 'next steps' for children's learning and development, which are effectively linked to future activities.

Children listen very attentively, concentrate extremely well and participate enthusiastically at appropriate times during whole group sessions. They follow a familiar routine to count how many children are present, discuss the weather, decide what day it is and share personal experiences. Children enjoy free play together in small groups. They share resources, take turns and successfully cooperate and negotiate in order to maintain harmonious play. Children demonstrate good table manners when eating their snack. They take responsibility for pouring their drink. Children particularly enjoy the social aspect of a group snack time and benefit from high levels of interaction from an adult at this time. They show care and consideration for others. Children eat healthy and nutritious snacks in sufficient quantities for their individual needs. Staff interact well to encourage children to develop their knowledge and understanding of the importance of developing healthy eating habits.

Children recognise the purpose of mark making as a way to communicate with others. They enjoy use of a good range of books for reference and personal enjoyment. Children communicate very well and express themselves confidently. They enjoy singing favourite and familiar action songs as part of a small group. Some children are able to sing a favourite song on their own and remember all the words without prompting. Children are confident to problem solve when stacking wooden shapes, sorting, matching and completing puzzles. They sing number songs to develop their awareness of addition and subtraction. Children print using sponges and green paint in order to make leaves for the 'jungle', as they are planning an 'animal hunt'. They dig in the sand tray using a range of different sized scoops. Children manipulate the yellow play dough using a range of suitable tools. They also express themselves through role play and singing, making good use of a range of musical instruments to enhance the experience further.

Children make excellent use of the outdoor learning environment. They benefit from a recently improved outdoor area, in which they enjoy free play with a range of stimulating natural resources. Children run, jump, climb and ride bikes outdoors. They are able to decide when they wish to play outdoors and are encouraged to use this area for exploration and investigation to further enhance their outdoor experience. They have planted and cared for spring flowers, made a small pond to encourage wildlife and observed the life-cycle of the frog. They benefit from fresh air and physical exercise outdoors as and when they wish, as children are provided with appropriate all weather clothing and boots. Children care for the birds and have recycled used packaging to make hanging plant holders.

Children demonstrate high levels of imagination as they initiate small world play when using the farmyard and dolls house. They are developing a positive awareness and understanding of their own cultures and beliefs and those of others. Appropriate resources are provided to develop children's increasing awareness of the different people within the local community. There is evidence that children are making good levels of progress during their time at the setting. Children are curious, inquisitive and keen to learn. Staff know children well and are therefore able to provide appropriately challenging opportunities for them to make progress in their learning and development.

## 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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