

Indian Queens Under Fives

Inspection report for early years provision

Unique reference number 102819
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Inspector Jayne Pascoe

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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

Indian Queens Under Fives opened in 1977 and registered in new premises in 2002. The group operate from a purpose built, self-contained building at the recreation ground in the village of Indian Queens, Cornwall. There is one large playroom with adjoining toilet facilities for children, office, store, kitchen and accessible toilet. The group have a designated, secure outdoor play area and also benefit from use of the adjoining park and playing field facilities.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group is registered for a maximum of 24 children aged two to five years. There are currently 27 children in the early years age group. The setting opens five days a week during school term time. Sessions are from 9.15am to 12.15pm.

There are four full time members of staff who work with the children. Of these, three are qualified to NVQ level 3. There is one member of staff who is currently working towards an NVQ level 2. The setting receives support from the local authority and Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff demonstrate a sound knowledge and understanding of the requirements of the Early Years Foundation Stage. They have established positive partnerships with parents and share appropriate levels of information on a regular basis. As a result, they meet children's individual needs well. The setting actively seeks and welcomes support and advice from the local authority and Pre-school Learning Alliance. They have implemented effective systems with which to monitor and evaluate their practice, in order to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve systems for the organisation of the pre-school documentation, in order to ensure that it is accessible to all staff and readily available for inspection
- improve the systems for assessing children's progress, in order to develop consistency in the range of evidence, identification of 'next steps' and links to future planning
- provide children with opportunities to extend their literacy and numeracy skills through the daily routine and by incorporating associated resources into everyday activities.

The effectiveness of leadership and management of the early years provision

The staff team are effective in their ability to safeguard the children in their care. The premises are kept secure, appropriate safety equipment is in place and risk assessments are used on a daily basis to identify and remove any potential hazards. Staff are confident in their knowledge and understanding of the Local Safeguarding Children Board procedures. Fire drills are practised regularly with the children, in order to develop their confidence and familiarity. Children are supervised closely at all times. Visitors are monitored and there are suitable procedures in place to ensure that adults working directly with children are vetted. Staff appraisals and systems for self-evaluation are used to identify appropriate areas for future development and to drive improvement. A range of written policies and procedures are in place to promote consistency in the pre-school practice. Children's personal records contain sufficient levels of information and are shared appropriately with parents. However, documentation is not well organised, easily accessible to staff or made readily available for inspection.

The key person system operates well to ensure that children's unique qualities are identified, respected and met. Parents are supportive and involved. Staff have developed effective links with the local school, in order to maintain continuity of care and cohesive learning experiences for those children attending both settings. Observation and assessment records currently provide some evidence of children's achievements and levels of progress. However, they require further development in order to provide a balanced range of evidence and to identify appropriate 'next steps' which are linked to future planning. The premises are accessible, and the resources are thoughtfully and attractively arranged. As a result, staff provide a stimulating and enabling environment for the children attending. A suitable range of visual aids and resources are freely available, which reflect a positive awareness of people's differences. The pre-school staff are inclusive in their practice and are effective in positively promoting equality and diversity.

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

Children enter the setting enthusiastically and those who are new are settled well by supportive staff. Children have formed strong and positive relationships with adults and other children. They are developing increasing levels of confidence and independence, as they freely access a wide range of resources and equipment as and when they wish. Children are encouraged to take responsibility for tidying away their toys before snack time. They move confidently within the setting in the knowledge that adults are maintaining their safety and security. They are also developing an understanding of the importance of self-care, as adults explain how to they can protect themselves from harm by moving carefully and taking turns when using the large climbing equipment. Children are encouraged to recycle used packaging in order to make 'junk-models'.

There is evidence that children are making satisfactory levels of progress during

their time at the setting. They are curious, inquisitive and keen to learn. Children benefit from free use of computer equipment and programmable toys. Staff encourage children to ask questions and listen attentively to their requests. Children are beginning to recognise their picture and name when they self-register upon arrival. They enjoy discussion at snack time when they share ideas and experiences. Children enjoy singing favourite songs together and listen attentively at whole group story time. Materials are made available for children to scribe and mark-make, such as pencils, paper and envelopes and there is a similar area containing numeracy equipment. However, both areas remain unused. Children are able to sort and match using a suitable range of resources as they build and construct. However, children are not currently provided with sufficient opportunities to extend their literacy and numeracy skills through the daily routine and everyday activities.

Children's differences are identified, respected and valued. They are encouraged to celebrate their own cultures and beliefs and those of others through free use of a suitable range of resources, visual aids and books. Children explore the local environment and receive opportunities to discover the wider world. Children have planted sun flower seeds and are tending them to encourage growth. Children can move freely to develop gross motor skills both indoors and out. They are able to push and ride-on toys, climb, slide and move freely to explore their environment. Children enjoy substantial snacks of toast and fresh fruit, milk and water. They follow suitable health and hygiene procedures and are developing their understanding of why this has a positive impact on their growth and development. Children enjoy expressing themselves through the attractive role-play areas, which are currently used as a home area and café. They freely paint, manipulate play dough and make patterns using loose tea leaves and sun flower seeds. Evidence of children's creative achievements is displayed attractively on the pre-school walls, to be celebrated and admired by all. Small groups of children enjoy dancing together whilst singing familiar songs with adults.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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