

Nanstallon Pre-School

Inspection report for early years provision

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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

Nanstallon Pre-school was first registered in 1990 and moved to its current premises in 2010. The group have use of purpose built, self-contained premises on Nanstallon County Primary School site, in the village of Nanstallon, near to Bodmin, in Cornwall. The children have access to a covered decking area and a fully enclosed garden for outside play.

The pre-school opens each week-day during school term time, from 9.15 am to 1.15pm. There are also afternoon sessions, from 1pm to 3.30pm on a Tuesday and Thursday. The group receives funding for nursery education. It is registered to care for a maximum of 20 children aged from two years to under five years.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 26 children in the early years age group on roll, some are in part-time places. There are four members of staff who work directly with the children, all of whom hold appropriate early years qualifications. The setting also employ a business manager.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage. They are committed to the principles which underpin this framework. Staff are highly effective in their ability to work positively in partnership with parents. As a result, they are successful in meeting children's individual needs. The staff team are well established and work effectively together. They actively seek and welcome support and advice from other agencies and demonstrate a good ability 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:

- ensure that children's individual 'next steps' are linked to future planning and are reviewed regularly, involving other providers of the Early years Foundation Stage where appropriate
- improve the deployment of resources, in order to provide children with sufficient levels of purpose and challenge
- further develop the systems for self-evaluation, in order to drive continuous improvement in the pre-school practice.

The effectiveness of leadership and management of the early years provision

The setting has developed and implemented effective procedures for safeguarding the children attending. They have completed written risk assessments for the premises, toys and equipment, in order to identify and reduce potential hazards. These are reviewed regularly and are used in conjunction with daily visual checks to maintain high standards of safety and security. Staff are confident in their ability to identify, record and report any child protection concerns in-line with the Local Safeguarding Children Board procedures. Suitably qualified and experienced staff work directly with the children. Although the setting has previously used suitable systems for self-evaluation, they have not fully developed the system to monitor and evaluate their practice since their move to into their new premises. Committee members are actively involved and supportive. They have recently appointed a business manager who is responsible for maintaining pre-school documentation and recent changes have been made to the original staff structure. These changes have been managed well. Robust systems are in place to ensure adults associated with the setting are checked for suitability. Children are supervised appropriately at all times. Staff are successful in providing good opportunities for children to learn how to keep themselves safe. For example, by demonstrating how to use small tools and equipment and through practising regular fire drills.

Staff maintain very positive partnerships with parents through a variety of appropriate and effective methods. Parents are welcomed into the setting, are actively involved in their child's learning and are encouraged to provide feedback on the quality of the provision. An attractive notice board in the entrance foyer offers a range of useful information for parents. A daily discussion takes place with their child's key person and an individual diary is provided for parents each day. A comprehensive range of written policies and procedures are used effectively to share and agree good practice with parents. Children's learning journals and workbooks contain written observations, assessments and agreed 'next steps' for children's progress. These are made freely available to parents, as they are kept in their child's drawer, located in the play room. Although these records contain sufficient levels of information to show that children are making good levels of progress in their learning and development, specific 'next steps' are not regularly reviewed or directly linked to future planning. Staff have recently considered, but not yet implemented, systems to maintain effective links with other early years providers, in order to provide continuity of care and cohesive learning experiences for children who attend other early years settings.

The pre-school provides good opportunities for children to explore and celebrate their own cultures and beliefs and those of others. They have free use of a good range of toys and resources which promote a positive awareness and understanding of people's differences. Staff have developed effective systems to gather useful levels of information prior to children attending, in order that their unique qualities are identified, respected and met well. As a result, children are settled, happy and enjoying their time at pre-school. Children benefit from a well organised, accessible and enabling pre-school environment, in which they are able to select freely their favourite toys and resources and take responsibility for tidying

them away. Children are generally engaged in enjoyable and worthwhile activities based upon their individual interests, preferences and abilities. However, some activities lack purpose and are not sufficiently resourced to provide appropriate levels of challenge. The pre-school has recently moved into newly built premises. Children have been actively involved in the planning and design of this building, which provides a spacious play room, low-level storage and free flow to the outdoor decking area. They have closely monitored the construction of this exciting project. As a result, children are increasing their awareness of the various methods for promoting energy efficiency and sustainability, which is a high focus of this development.

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

Children have formed strong and trusting relationships with their key person, other adults and their peers. They are very independent, have developed a strong sense of belonging and take responsibility for themselves, each other and their environment. For example, some are confident to ask for specific fruit at snack-time and request that the drink is made to their liking, confident in the knowledge that staff will respect their request and meet their need promptly. Children are well behaved, polite, kind and respectful to one another. They are able to take turns, share, negotiate and cooperate, in order to maintain harmonious play. Children have their own area in the entrance foyer, in which they can hang their coat and store their boots. This area is identified by their photograph and name. In the play room they have free access to their own large drawer where they keep personal possessions, learning journals and workbooks. Children are encouraged to self-register each morning. Their artistic creations are prominently and attractively displayed on the pre-school walls. As a result, children are developing a strong sense of belonging and self-worth.

Children chatter happily with adults and other children throughout the session. They offer suggestions and ideas for future activities, which are encouraged, welcomed and implemented by adults. As a result, children recognise that their ideas are valued and acted upon positively, in order to create future activities for all to enjoy. Children freely scribe using a good range of resources such as paints, pens and chalks. They enjoy group story time outdoors under the shade of the tree and they sing familiar songs together. Children self-register using a photo card with their name on. As a result of this good practice, they are developing their awareness of effectively communicating messages through written words and visual images. Children have been actively involved in designing their new pre-school premises and have observed the building process through to completion. As a result, they have a good awareness of how the process of planning, designing and creating can result in a realisation of your dreams.

Children enjoy building and constructing using connecting coloured shapes. They count with staff when sorting and matching and sharing out fruit at snack time. They are developing skills to cooperate and negotiate with others, in order to achieve shared goals and maintain harmonious play. Children enjoy contemplating jigsaw puzzles and concentrate very well to successfully complete these with and

without adults support. During their play and interaction with adults, children are able to accurately describe and compare different sizes and proportions. Children regularly investigate their local environment and they also participate in planned activities to explore the wider world. For example, they have discussed foreign holidays and displayed their holiday postcards in the beach café role play area. A good range of visual aids, books, puzzles and dressing-up clothes are freely available for children to enjoy. Planned activities enable children to explore and celebrate their own cultures and beliefs and those of others. As a result, they are developing a positive respect and awareness of people's differences.

Children benefit from free access to an enclosed, covered decking area located directly off the main play room. They enjoy fresh air and fun outdoors in most weathers, as they dress appropriately and are protected from the sun. Children ride bikes and pedal cars on the road track in the garden. They enjoy group story time and a sing-along session, outdoors under the shade of a tree. Children are encouraged to maintain their good health by following effective hygiene procedures for hand washing and through eating healthy and nutritious snacks, such as a selection of fresh fruit and bread sticks with milkshakes or water. They compost as a matter of routine, as they place uneaten food into a small bin and this is taken to the large compost bin outside. They are also regularly recycling waste packaging. Children are aware of the energy saving elements in the structure of their pre-school building, as the walls are insulated with sheep's wool and straw which can be observed through individually situated vision panels. They are very competent users of the computer and associated equipment such as the microscope. Children have free access to a good range of programmable and interactive 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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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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