

Ancarva Pre-School

Inspection report for early years provision

Unique reference number	EY245130
Inspection date	14/07/2010
Inspector	David Nebesnuick

Setting address	Mousehole CP School, Foxes Lane, Mousehole, Penzance, Cornwall, TR19 6QQ
------------------------	---

Telephone number	01736 731427
-------------------------	--------------

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2010

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

Ancarva Pre-School which opened in 2002, is a committee run group. It operates from The Dining Hall in Mousehole School, in the coastal village of Mousehole, near Penzance, in Cornwall. A maximum of 12 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 until 15:00, during term times only. All children share access to an enclosed play area. There are currently 17 children from two to four years on roll. Of these, 15 children receive funding for nursery education. Children come from a wide catchment area. The pre-school employs three staff. Of these, two staff hold early years qualifications to NVQ Level 2 or 3 and one member of staff is currently working towards another qualification. The setting receives support from an advisory teacher from the Local Authority Family Services and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in this welcoming setting. The manager and staff have worked hard to ensure that the welfare policies and procedures are fully revised and up to date. They provide a good basis to support children's learning and development. The action taken to improve practice since the last inspection shows that there is good capacity for the setting's continued improvement.

What steps need to be taken to improve provision further?

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

- ensure that the planned improvements to the outside area provide the best possible learning environment for the children, including large equipment such as a climbing frame.
- work in liaison with parents to set challenging targets for every child and use these targets to develop the future planning of activities to promote learning.
- record consistently in the children's Learning Journeys what they need to do next to improve and document their progress regularly so that it can be discussed and reviewed with parents and the children.

The effectiveness of leadership and management of the early years provision

The setting has good recruitment and vetting procedures which ensure that the children are cared for by suitable and qualified staff. Risk assessments are regularly undertaken and any areas for action quickly dealt with. The documentation and policies regarding welfare and safeguarding have been recently reviewed and updated and provide a good basis for the children's well-being and safety.

The setting works very closely with the primary school on the site. It makes good use of the facilities and the children take part in the wake 'n' shake session at break time and they also join the reception class for story telling before lunch. Transition between the setting and the school is as a result very effective. There are good links with the local Children's Centre and resources from the Toy Library are well used.

Children and their families are warmly welcomed at the start of each session by the staff that know them well. Staff have developed satisfactory relationships with parents. When children start at the setting, staff seek and are given comprehensive information about their interests. Parents are kept informed through informal feedback each day and by the notice board outside the setting. A half-termly meeting has been established to discuss the learning journals and a newsletter is sent home each month. However, parents are not yet involved in the setting of challenging targets which will help to shape the child's progress and development. This was one of the recommendations in the previous report.

The manager provides a strong lead in promoting effective teamwork and staff's commitment to continual improvement is demonstrated through their recent Makaton signing, special educational needs and/or disabilities, and behaviour management training. The staff have worked hard to tackle those weaknesses identified in the previous report and have successfully improved provision in the last three years. There is however a weakness in the recording of next steps for children's learning. The learning journeys are not analysed or evaluated sufficiently to enable challenging targets to be set for individual improvement. The manager has already identified the need to write a self evaluation form which will enable the setting to plan and track the individual progress of the children more effectively. The manager and staff have clear and appropriately placed ambitions for the continued improvement of the setting. They work to ensure that there is equality of opportunity for all children and that there is no discrimination. Staff are well deployed to support individual and groups of children to ensure that they achieve well.

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

Children enjoy their learning and make good progress because they are happy and well cared for. There are many interesting and imaginative activities for them to experience. The children enjoy choosing activities as well as taking part in those directed by the staff. They become totally engrossed and show strong concentration and focus. Adults ensure that the activities planned for children cover all the necessary areas of learning. The children are fully occupied and busy throughout the session and learn well through a large range of different activities. The outdoor area is well used, despite the restricted area due to building work at present. At present there is no large play equipment in use because of this limitation. However, the area will be extended later in the year and a wider range of activities will be possible. The children choose their own overalls for wet play and good use is made of the boats to develop number awareness and different pairings according to colour and size. They have a very good awareness of the

local area. A large Lego boat was constructed and then the cry went up, 'man overboard' and the children all rowed to pick up the unfortunate individual. Enthusiastic rowing ensured that he was saved. Effective team work and the careful intervention by the adult meant that their learning was taken forward very effectively.

The children are pleased and excited to take an item from under the rug and they showed a good knowledge of which item had been taken. Individual responsibility is encouraged and they show a good aptitude for choosing activities and in clearing away after they have completed the task. The older children are keen to help and support the younger ones. Relationships are good and children listen both to each other and to the adults. They feel safe in the setting and play safely with each other. In the playground they could hear an electric saw on the building site. They knew that one had to be careful with it because it had sharp teeth. They enjoy healthy snacks of fresh fruit and milk and understand the importance of washing their hands before having food. They can find their own place at the table and sit with their key person and talk enthusiastically about their own interests and hobbies.

Children's behaviour is good. They make a positive contribution because their social and personal skills are developing well. Each child has its own achievement board and is very proud of each reward point that is placed on the board. Children are making good progress towards acquiring good basic skills and they are well-prepared for their next stage in 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

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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

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

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