

Liskerrett Pre-School

Inspection report for early years provision

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Inspection date	21/05/2010
Inspector	Julie Wright

Setting address	Varley Lane, LISKEARD, Cornwall, PL14 4AP
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Liskerret Pre-school was re-registered in 2010 when the group changed status to become a limited company. It was formerly known as Liskeard Market pre-school and has been established for over 30 years. The pre-school operates from Liskerrett Community Centre within walking distance of the town. It is open from 8.00am until 6.00pm for 50 weeks of the year. Children have use of two play rooms and an enclosed outdoor play area.

The provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 30 children under the age of eight years, eight of whom may be under two years, at any one time. There are currently 51 children on roll, all of whom are in the early years age range. Each member of the six staff employed to work with the children has a relevant childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in the setting and benefit from a highly effective programme of activities. Excellent consideration is given to the provision and organisation of resources indoors and outside, so that children are fully engrossed in their play. Policies and procedures are in place to promote most areas of health and safety for children. Staff promote very good partnerships with parents, in the interest of children's welfare. They have some links with other providers of the Early Years Foundation Stage framework, where children attend more than one setting. Suitable arrangements are made to help children in their transition from pre-school to infant school. The setting has implemented a clear procedure to monitor and self-evaluate its effectiveness.

What steps need to be taken to improve provision further?

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

- devise a sun protection policy and ensure that parents are informed of the procedures to protect children's health in warm weather
- develop further links with other providers of the Early Years Foundation Stage framework, to promote complementary care and enhance the transitions for children.

The effectiveness of leadership and management of the early years provision

Staff complete written risk assessments and conduct daily checks to ensure that the premises are safe and suitable. They practise the fire evacuation plan so that children learn and understand the drill. Staff have a sound knowledge of the

procedures to safeguard children and attend relevant training. Robust vetting and recruitment procedures are in place to ensure that children are cared for by suitable persons. Staff have appropriate childcare qualifications and suitable experience in working with children. The annual appraisal system identifies training for staff development, which contributes towards continuous improvement. Records and documentation are maintained in confidential and good order. An extensive range of policies and procedures are made available to parents. However, there is an omission to information in relation to promoting the health and welfare of children in warm weather.

Staff work above minimum ratios to ensure good support to children. Toys and equipment are exceptionally well organised to provide children with excellent choices and in an extensive range of activities. The outdoor play area is carefully planned to promote all areas of learning for children. It is very well resourced to provide children with independent choices and highly effective learning opportunities. Staff have focussed successfully on the benefits and purpose of outdoor play, creating interesting areas where children have fun as they learn. They continue to plan further developments to enhance children's outdoor play opportunities, such as, in seeking information about the provision of 'Forest School' activities. Daily routines and activities promote children's understanding of being healthy, hygienic and safe. These are reinforced with signs, labels and pictures around the setting, which act as reminders to children. Café style snack time promotes independence in children and they enjoy the well organised, social experiences. Suitable arrangements are made for lunch times when children may stay and bring a packed lunch.

Staff have compiled a book of photographs on the local primary schools and teachers visit the pre-school, which helps to prepare children for when they move. However, opportunities for staff to be involved in the introductory visits to school are limited. They have some discussions with other providers, such as, childminders, regarding children's general welfare. Staff have a good knowledge and understanding of the Early Years Foundation Stage framework and the related requirements. They make observations and assessments of children's progress and plan for their next steps. Parents may see the development records at any time and have regular discussions with staff. Each half-term there is a 'Stay and Play' week which provides further opportunities for parents to meet with their child's key person. They contribute to their child's records and take part in any of the activities available. Parents are also involved in shared learning through the book lending scheme and when children take 'Barney Bear' home. Staff seek parents' views and welcome their comments. At inspection parents provide positive feedback on the provision and they are pleased with their children's progress.

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

Children are highly inquisitive and eager to learn. They are familiar with the routines and respond well to staff. Children have a very good understanding of what is expected of them and they behave well. They are considerate, polite and readily help to tidy up when asked. They understand the simple rules, such as,

how many children are able to play at an activity. Children show confidence and are proud of their achievements, developing good levels of self-esteem. For example, they talk about their 'beautiful picture' and use descriptive language. Children show excellent awareness of what they have learnt and what is happening around them. For instance, outside they fill a watering can and explain that the plants need water. Inside they closely observe the specimens on the nature table. They show excitement as a butterfly very gradually begins to emerge from a chrysalis.

Children develop a very good understanding of the natural world as they inspect the wormery, collect snails and see how tadpoles change. They show a sense of responsibility as they begin to understand about 'looking after' things. For example, they explain what food they need to provide for the insects or animals. Children learn about sowing, planting and growing indoors and outside. They see their fruit plants and cress emerge from seeds in the play room. Herbs, vegetables and flowers are grown in different parts of the outdoor area, which children happily explore. Children busy themselves digging and collecting stones, filling their buckets and then carefully pouring them into clean pieces of drain pipe. They also use buckets to hold water as they 'paint' the floor and wall with brushes. Outdoor mark making activities ensure consistent opportunities to promote children's early literacy skills. Children show independence as they select aprons for water play and put on sun hats before going outside.

Children play very well together and confidently organise games between themselves. Larger group activities ensure that children learn to cooperate and 'work together'. For example, they know how to play games with the parachute, holding the handles carefully and creating movement. Physical play opportunities are good as the setting has a large indoor area in the event of weather conditions limiting physical play outside. Children have fun as they learn about safety, such as, when they wear dressing-up clothes to role play 'people who help us'. Photographs and resources around the setting encourage children to recall their learning. For instance, they can practise 'road safety' on the crossing in the outdoor play area and consider what different signs mean. Staff seek relevant information in order to provide activities that help children learn about their own cultural traditions and those of others. Children develop an understanding of similarities and difference in their community and the wider world.

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	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	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	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	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