

Wendron 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

Wendron Pre-School is a committee run group. It opened in 1991 and operates from Trewennack Church Hall. The premises are not fully accessible, as the main pre-school room is accessed via a short flight of steps. Children have use of an enclosed outdoor play area. The pre-school is situated in the rural village of Trewennack, which is close to the town of Helston, in Cornwall. A maximum of 20 children may attend the pre-school at any one time. There are currently 21 children in the early years age group on roll. Some children also attend other early years settings. The pre-school is open each weekday from 9.15am until 12.15pm during term times only.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school employs four members of staff. Of these, three hold early year's qualifications to an NVQ Level 3 and one member of staff is qualified to a level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Pre-School staff work very effectively as a team and demonstrate a good knowledge and understanding of the Early Years Foundation Stage. They have established very positive partnerships with parents and as a result, are able to successfully meet the needs of all the children attending. Staff actively seek and welcome advice and support from the local authority. They have developed and implemented effective systems with which to monitor, evaluate and drive continuous improvement in the pre-school practice.

What steps need to be taken to improve provision further?

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

- ensure consistency is maintained in the assessment and planning systems, in order to identify sufficiently challenging 'next steps' for children's progress, which are regularly reviewed
- continue to implement well established plans to provide children with a fully accessible pre-school environment.

The effectiveness of leadership and management of the early years provision

Staff follow good procedures to effectively safeguard the children in their care. They follow written risk assessments to maintain safe use of the premises, equipment and resources. Daily visual checks are also completed by staff prior to children attending. Staff have completed appropriate child protection training and are confident in their ability to identify, record and report concerns in-line with the

Local Safeguarding Children Board procedures. Staff promote children's developing awareness of maintaining their own safety by practising regular fire drills. They discuss and demonstrate how children can move safely indoors and out and how to handle tools carefully. The setting have implemented an effective system for self-evaluation, through which they have identified appropriate areas for future development.

Staff organise the premises very well to make the best use of the facilities available. However, the main pre-school room is accessed via a short flight of steps which link this room to the toilets, outdoors and other pre-school rooms. Unfortunately, plans to build new premises have very recently been put on hold. Staff are dedicated to continuing with this project, as they are committed to providing children with a fully inclusive and enabling environment. Toys, resources and equipment are freely accessed by children, as they kept are in low-level, labelled storage units. Children benefit from use of a suitable range of toys, resources and visual aids which promote a positive awareness of people's differences. They enjoy taking an active role in local festivals, such as Helston Flora Day. Children explore other cultures and beliefs and are developing a positive respect of people's differences.

A key person system is effective in maintaining good levels of information sharing with parents. As a result, staff know children and their families very well. Effective systems are in place to obtain good levels of information regarding children's unique preferences, interests and abilities, in order to ensure all are fully included in enjoyable activities which promote their learning and development. Children's records contain sufficient details and are updated and shared regularly with parents. Confidentiality is respected and maintained. Information is also shared with parents through newsletters, notice boards, daily discussion and meetings. A good range of written policies and procedures, consent forms and contracts are used effectively in order to agree good practice. Parents provide very positive feedback about the early years provision. There is evidence that the setting have established very effective systems to liaise with other early years providers, in order to provide continuity of care and cohesive learning experiences for those children who also attend another setting. Staff have developed good systems for the assessment of children's learning and development, which contain photographs, written observations and samples of children's achievements. However, these 'Learning Journals' are not always used consistently, to identify sufficiently challenging 'next steps' for children's progress and some assessments are not reviewed regularly, in order to monitor and celebrate children's achievements.

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

Children enter the setting enthusiastically. All are very familiar with the daily routine and of staff expectations. They are very well behaved, polite and kind to one another. Children display very good manners. Extremely positive and trusting relationships have been established between children and adults. Children have also formed strong friendships with their peers. They have a sound sense of

belonging and relish opportunities to take responsibility. As a result, children are confident, happy and settled during their time at the setting. Children chatter happily throughout the session, confidently sharing experiences at whole group time and developing role play ideas with their friends. Staff listen attentively to children and are very responsive. They actively involve children in future planning, as they encourage children to make suggestions and offer ideas to support forthcoming topics. Children enjoy using a good range of mark-making mediums to draw pictures, write their names and label their work. They use their developing language skills to negotiate, cooperate and maintain harmonious play with others. Children routinely self-register upon arrival and also at snack-time. Many older children can write their name and form other letters correctly. Children listen attentively and join in at appropriate times, as adults read favourite stories to them.

Children are competent in solving problems such as how to build and construct a train track. They count very capably when deciding how many children are attending the setting today. They divide this number into how many of the children are girls and how many are boys. Children recognise the associated numerals and select the correct ones to display on the walls. Children enjoy solving jigsaw puzzles. They have developed a good capacity to negotiate and cooperate, in order to work out and resolve problems together. Children are confident and capable users of computer equipment, interactive toys and programmable equipment. They are developing their awareness and understanding of the importance of sustainability, as they recycle used packaging and learn how to make compost. Children are growing tomatoes in the recently developed outdoor play area. They have responsibility for watering these plants and monitoring their growth. Children explore the local environment and wider world through appropriate and interesting activities. They are actively involved in local community events.

Children enjoy many opportunities to express themselves creatively as they paint, cut-out, draw, role-play and make models. They show high levels of imaginative skill, as they are able to sustain role play indoors and out for considerable periods of time. Art work is attractively displayed on the pre-school walls for all to value and admire. Children particularly enjoy opportunities to use a selection of paints to explore sensory play, as they mix the different colours together using their fingers. They skilfully use roller brushes, sponge printers and paint brushes to create wonderful pictures. Children's good health is promoted effectively by a conscientious staff team who ensure that children wash their hands regularly and at appropriate times. They use individual hand towels to reduce the risk of cross-infection. Children benefit from free access to the outdoor area to enjoy fresh air and physical exercise as they run, jump, climb, ride-on wheeled toys and role-play in the pretend 'builders yard'. They enjoy a selection of healthy and nutritious snacks during the morning and are able to freely access drinking water throughout the session. Through growing their own fruit and vegetables, they are developing an awareness and understanding of where their food comes from. Overall, children are enjoying good opportunities to make progress in all areas of learning.

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