

Portreath Pre School

Inspection report for early years provision

Unique reference number	102847
Inspection date	15/07/2010
Inspector	Lynne Stephanie Bowden

Setting address	The Institute, Penberthy Road, Portreath, Redruth, Cornwall, TR16 4LP
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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*.

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Description of the setting

Portreath Pre-school is managed by a voluntary committee made up of parents of children attending the setting. It opened in 1969 and operates from the Village Institute in the coastal village of Portreath, in Cornwall. The setting is registered on the Early Years Register for a maximum of 20 children over two years old in the Early Years age range. The pre-school is open each weekday, Monday to Thursday 9am until 3pm and Friday 9am until 1pm. The setting operates during term time only. All children share access to a secure enclosed play area.

There are currently 41 children on roll. Some children also attend other providers of the Early Years Foundation Stage. The setting currently supports children with special educational needs and/or disabilities and English as an additional language. Children generally come from the local area and surrounding villages.

The pre-school employs eight childcare staff, over half have appropriate early years qualifications. One member of staff is currently working towards further qualifications. The setting receives support from advisory staff from Family Services and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and secure at this welcoming setting. Staff plan and provide a range of activities which interest children and promotes their learning and development and ensures that no child is disadvantaged. The staff have identified some of the settings strengths and weaknesses. Links with outside agencies and some other providers supports staff in promoting children's development and meeting individual children's needs. Parents are well informed about the provision and their children's achievements. The staff work effectively with other providers to support transition.

What steps need to be taken to improve provision further?

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

- develop systems to encourage consultation with parents and their involvement in planning for their children's progress
- develop systems to liaise with all other providers of the Early Years Foundation Stage to ensure continuity and support children's development and progress.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by the effective recruitment and vetting procedures which ensure that children are cared for by suitable and qualified staff. The safeguarding children policy and procedures are understood by staff. This enables

them to act appropriately to safeguard children. Regular risk assessments are carried out to keep the environment safe.

Staff ensure that children develop good hygiene habits, by ensuring that they all wash their hands at appropriate times. The staff have taken effective steps to address weaknesses identified previously and the reflective practice at the setting has enabled staff to identify areas for development. This has led to alterations in planning systems to better reflect individual children's targets and interests and encourage key workers to take responsibility for evaluating their children's progress.

The setting works effectively with other agencies such as speech therapists and the Scally wags scheme and local primary schools. They also work effectively with most providers of the Early Years Foundation Stage, who are involved with children on their roll. However, they have not established a system to do so with all such providers. Equal opportunities and difference and diversity are well promoted. Staff seek information about different languages and work effectively with parents to support children with English as an additional language. For example, they provide dual language resources and invite parents in to read stories in different languages. The setting is effective at meeting the needs of children with special educational needs and/or disabilities in close partnership with parents and other agencies.

Partnership with parents is effective. Parents praise the setting and staff, for their part in their children's development and feel well informed about their children's progress. However, current systems do not invite parental involvement in planning for their children's learning and development.

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

Children are secure and confident at this setting. They make good progress in all areas of learning; they are engaged and interested in the range of activities and resources available to them. Routine activities are used by staff, to enable children to practice and develop their skills purposefully. For example, children self-register and circle time enthusiastically count how many children are present. They develop independence as they dress themselves in readiness for daily access to the outdoor play area enables children to enjoy the fresh air and explore their environment. They benefit from participating in energetic physical activities. Children develop confidence and their imaginations as they enjoy dressing up, going on imaginary trips. They attempt to keep time with musical instruments as they sing and march together. Children enjoy sharing and exploring books. They learn where food comes from and to preserve resources as they water plants from the water butt and see their potatoes and tomatoes grow.

Children understand the importance of good hygiene and understand that germs can make people ill. They learn how to keep themselves safe, by participating in regular fire drills and on trips to the nearby beach, where the staff have arranged for the lifeguards to explain beach safety. Children's cooperative behaviour reflects the respectful and considerate way they see adults, at the setting, communicate with each other and the children. Children become aware of the needs of others and develop negotiation skills because staff quickly intervene in any disputes and help them negotiate and resolve their differences. Children learn to respect and

value diversity and difference as they learn about each others cultures and develop a sense of pride in their own cultures.

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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