



## **Cornwood & Lutton Under 5's Association**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY306886
<b>Inspection date</b>	06 December 2005
<b>Inspector</b>	Leoarna Mathias

<b>Setting Address</b>	Cornwood C of E Primary School, Fore Street, Cornwood, Ivybridge, Devon, PL21 9PZ
<b>Telephone number</b>	07808 211800
<b>E-mail</b>	
<b>Registered person</b>	Cornwood & Lutton Under 5's Association
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Cornwood and Lutton Under 5's Association opened in 1971, and has been operating from its current premises within the grounds of Cornwood C of E Primary School since 2005. The pre-school has sole use of a play room, kitchen, toilets and storage area. There is a secure area for outside play.

The pre-school is open on Mondays, Wednesdays, Thursdays and Fridays from 09:00 hours until 11:45 hours. On Tuesdays the group also offers a lunch club

between 11:45 hours and 12:45 hours, and an afternoon session between 12:45 hours and 15:15 hours. On Wednesday afternoon children who will begin school in the following term can attend a rising fives session, which includes eating lunch within the school, from 11:45 hours until 15:30 hours. An associated toddler group also meets on the premises on Wednesday afternoons. There are currently 18 children on roll, 12 of whom are in receipt of nursery education funding. The pre-school supports children with special educational needs.

The pre-school is run by a voluntary committee of parents who employ four members of staff to work with the children, three of whom hold an appropriate early years qualification. The group receives support from the Local Authority and is a member of the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's dietary health is promoted by staff who give children healthy alternatives at snack times and provide milk and water for drinking. Those with special dietary needs or particular medical conditions have their needs met by staff who work closely with parents to share pertinent information. Appropriate hygiene procedures are in place to ensure that children wash their hands before food and after toileting, and to keep surfaces used for eating and play clean. Accident records are completed properly and fully shared with parents. However, systems that ensure parents are fully informed of any administered medicines, or have an opportunity to give their consent to the staff to seek emergency medical advice and treatment for their child, currently lack rigour. Nevertheless, as the majority of staff are first aid trained, children are cared for by adults who can respond appropriately when injury occurs.

Children move with confidence and safety around the setting, accessing a broad range of equipment that effectively promotes the development of their manipulative skills, such as scissors, paint brushes, computer mice, rolling pins and pens. Children do not access regular enough opportunities to play on large equipment or take part in group games that promote their physical skills, but they are encouraged to recognise their bodies' needs, for example, by choosing for themselves when they are ready for their snack, and pouring their own drinks.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a clean spacious environment and have access to a varied and interesting range of equipment, all of which is readily accessible to children. A sensible approach to security on the part of staff ensures that children are only accessible to properly vetted staff and known visitors. Properly managed risk assessments, good housekeeping routines, and regular fire drills contribute to keeping children safe. High ratios of adults to children also mean that children are

vigilantly supervised while present at the group. Staff members attend child protection training regularly, and work closely with outside professionals to establish procedures for dealing with welfare concerns that follow best practice principles.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children settle quickly upon arrival, and gravitate readily to staff for support, conversation and comfort. All children are well known to staff, and regular informal exchanges of information between staff and parents keep them up to date with significant events in children's lives. Staff respond promptly when children ask for help or express interest in a particular activity.

### **Nursery Education**

The quality of teaching and learning is good. Children are quick to become engaged in activities. They concentrate well and persevere with both self chosen and adult led tasks, such as playing co-operatively with the train track or play dough, or making a star for the set of their nativity play. They enjoy contributing to group discussions, for example, helping each other to identify printed numerals they are holding up. When taken overall, children behave well, although more active children do not always have their physical play needs met, and this leads them to become disruptive on occasion. However, staff do employ good strategies to help children solve their disputes when they arise. Children are beginning to form friendships, greeting each other upon arrival, and using good manners with increasing frequency. Children are given good opportunities to make choices about their own learning with a broad range of activities on offer at every session. Children who are due to attend school in the following term are given particularly good support for the development of their initiative, relishing as they do the challenges presented to them during the rising fives session.

Children are making good progress towards the early learning goals in all six areas of learning. They are enthusiastic conversationalists who are confident to speak in front of the whole group while rehearsing their nativity play. Staff use incidental opportunities well in order to extend children's understanding and vocabularies; for example, children icing Christmas cakes participate fully in a conversation about the origins of sugar. Books are attractively displayed, which encourages children to make independent use of them, and they enjoy story time. Children receive effective support for the development of their handwriting, accessing writing materials readily, and showing pride in their ability to write their name and other short words. Children have very regular opportunities to count, and are beginning to be able to solve simple mathematical problems, such as how many cups we will need at snack time. They also make good use of resources that promote their understanding of space and measure, and of how to sort and match. Children enjoy regular trips that encourage their knowledge and understanding of the world around them; for example, they talk about the different animals they had seen on a recent farm visit. They access information technology and other real world resources throughout the session, and are supported by adults to develop their skills in this area. They are learning about

other people's culture and beliefs through a well planned programme that looks at many of the major world festivals throughout the year. A wide range of media and materials with which to be creative is always on offer to the children, and they relish opportunities to design and make. They regularly sing songs and use musical instruments, as well as making good independent use of role play areas which promote the development of their imaginations.

The lead practitioner and her team have a secure knowledge of the Foundation Stage, and all are involved in planning a purposeful range of activities that promote learning. Together they create a pleasing environment and deploy themselves well in order to support children in small groups or individually. Staff understand the importance of using teaching strategies that will encourage children to progress, such as asking them questions that will make them think. The current programme of activities underemphasises physical play, and so the needs of more active children are, on occasion, not fully met. This can mean that their behaviour deteriorates. However, changes to the way in which the staff use observations and assessments of children's progress to plan the next steps in each child's learning are being introduced. These changes allow children's individual needs to more directly influence the programme content, therefore ensuring that the needs of more active children are more fully considered and responded to. Children with special educational needs are appropriately supported, and behaviour is generally well managed.

### **Helping children make a positive contribution**

The provision is good.

All children are made to feel included in the setting, as their family lives and individual needs are well known to staff. A pleasing range of resources encourage children to be aware of difference and diversity in our society, as well as to develop a sound knowledge of their own traditions. The SENCO practitioner has a good level of knowledge, attends regular training, and works closely with outside agencies and the whole staff team to ensure that children with special educational needs are given particularly effective support. Children are developing a respect for the needs of each other, and behave generally well, and as such their social, moral, cultural and spiritual development is fostered appropriately.

The partnership with parents is good. Relationships between staff and parents are strong, with regular exchanges of information enhancing staff's capacity to meet children's individual needs. Parents receive regular newsletters and access an informative noticeboard that includes information about the programme of activities and the Foundation Stage curriculum. A parent rota encourages parents to be more closely acquainted with the work of the pre-school, and staff acknowledge that very recently introduced changes to the observation and assessment systems will enable them to keep parents better informed about their child's educational progress. As a result of these numerous information giving measures, children enjoy good levels of continuity of care between home and the group.

## **Organisation**

The organisation is satisfactory.

High ratios of staff to children and carefully planned deployment means that children enjoy good levels of care while in the pre-school. Induction and appraisal processes develop staff confidence, and the play leader is working closely with the Local Authority to bring recruitment procedures in line with recent legislative changes. The group's policies and procedures are in reasonable order, although the complaints policy is not fully in line with National Standards and systems for regularly reviewing policies lack rigour. Similarly, although the group works hard to meet the needs of the community it serves, an incomplete knowledge of the regulatory requirements under which they operate has led them to operate outside their conditions of registration for a short time, although the impact on the children is minimal. However, the group has welcomed guidance from the regulatory body in relation to this matter and has effected changes that enable it to operate appropriately once again. The pre-school therefore meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is good. The play leader is experienced and child centred in her focus, and offers effective support to her staff team as they develop their skills. She recognises that work around involving the team in monitoring coverage of the curriculum and evaluating teaching practice remains to be done, but has clear plans to introduce these changes that will bring about improvement. Together with the committee she ensures that the training needs of the team are met.

## **Improvements since the last inspection**

At the last inspection of nursery education the group was asked to make assessments of children's progress clearer and more closely linked to plans for the next steps in their learning, and to give parents greater access to information about the planned programme, the Foundation Stage curriculum, and their child's progress. In the relatively short time that has passed since that inspection the group have improved the level of information available to parents. Recently introduced changes to assessment systems allow staff to match planning more closely to children's needs, and to share this information more formally with parents, thus improving the level of continuity between home and the setting that children receive.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are good.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that documentation systems that support children's medical needs are fully in line with the National Standards, by giving all parents the opportunity to give their consent for pre-school staff to seek emergency medical advice and treatment for their child and to acknowledge in writing any medicines that have been administered to their child.
- ensure that policies are reviewed regularly, are fully in line with the National Standards, and that the complaints policy accurately reflects the role of the regulator.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- meet the physical play needs of more active children more effectively.
- evaluate both teaching practice and the coverage of the curriculum more systematically to ensure children access a full range of activities at each session.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)