



Illogan Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	102818
Inspection date	17 January 2006
Inspector	Heather Tanswell
Setting Address	Churchtown, Illogan, Redruth, Cornwall, TR16 4SW
Telephone number	01209 843386
E-mail	
Registered person	Committee of Illogan Pre-School Playgroup
Type of inspection	Integrated
Type of care	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.

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?

Illogan Pre-School Playgroup is a well established Day Nursery that is managed by a voluntary committee of parents. It is located in the village of Illogan, which is just outside Redruth, in Cornwall. It operates from an Elliot building adjacent to Illogan Primary School. A maximum of 26 children may attend the nursery at any one time. The group opens five days a week during school term times. The nursery is open from 09:00 until 15:00. Nursery education sessions are from 09:00 until 11.30 and

12.30 to 15.00. All children share access to a secure outside play area.

There are currently 42 children on roll. Of these, 39 children receive funding for nursery education. Children come from surrounding towns and villages. The setting currently supports a number of children who have special needs, and also supports a number of children who speak English as an additional language.

The setting employs four members of staff who work with children. Three have early years qualifications and one member of staff is currently on a training programme. The setting receives support from an advisory teacher from the Local Authority Family Services. The setting is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children thrive on the healthy snacks provided for them in sufficient quantities for their growing needs. Children benefit from a 'café' style snack time, decide when they are hungry, choose what they would like from a selection of nutritious snacks and eat in their own time sitting with friends. Children tuck into fresh fruits, cheeses, cereals and sardines on toast with great relish. Children also learn about healthy eating through planned activities. Packed lunches supplied by parents are stored and served hygienically. Children have ready access to drinking water and milk at snack times to quench their thirst.

Children are well cared for on clean and tidy premises where staff take great pride in the appearance of the setting. Children's health is safeguarded because staff fully implement effective hygiene procedures. Staff check the cleanliness and resources in the toilets several times a day to minimise the risk of cross infection. Children stay safe from the spread of infection and learn to take good care of themselves. They independently manage their personal care, taking themselves off to wash their hands after visiting the toilet and before they register for meals in the 'café'.

Children take part in a wide range of activities that contribute to their good health and physical development. They benefit from daily exercise out in the fresh air throughout the day, playing vigorous games, running and riding about changing speed and direction with skill. Children clamber about the climbing frame, which is set up indoors for their use at any time. Children also develop their stamina as they take part in occasional woodland walks. Children are particularly adept at using fine tools such as scissors, pencils and tongs. This is largely due to how well staff set up the writing and role-play areas making resources readily available for children to use to develop their own ideas and refine their skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children play safely and securely because staff are vigilant and well organised. Staff monitor access to the premises and lock doors once the children arrive. The particular care taken by staff during arrivals and departure times ensures children stay closely supervised at all times and cannot leave by mistake. Risks of accidental injury to children are minimised as staff fully implement the risk assessments and carry out routine checks on the premises before children arrive or go out to play. The children learn how to keep themselves safe through well-planned activities and daily routines. They listen to stories about road safety then go out later and practise what they have learned. They ride about in cars and bicycles halting by the zebra crossing when the 'stop' sign is held up for staff to cross the road.

The children gain safe access and make ready use of the good quality equipment appropriate to their age and stage of development. Suitably labelled storage units ensure children know exactly where to go to access additional resources. Children also learn to clear away toys and chairs safely as they work in teams with a member of staff at tidy up time. Space is set aside for rest and relaxation with comfortable child size seating and cushions.

Children are protected from harm by staff who have a good understanding of their child protection policies and procedures. Staff are clear about their roles and responsibilities in promoting children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy to be at the nursery, they show interest in the planned activities and use the readily available resources successfully to try out their own ideas. Children know the daily routines well and enthusiastically take part in large group activities and tidy up time. Staff plan together a wide range of first hand experiences, which build on children's natural curiosity. Activities include walks out into the countryside where children gather logs and twigs to bring back to use in the playground and learn about the wider world. Children achieve because staff use their knowledge of child development and early years guidance, such as the Curriculum Guidance for the Foundation Stage to plan worthwhile activities that support all areas of learning and the diverse needs of children.

Children's independence and inclusion is promoted effectively through a balance of adult led and child initiated activities. Staff organise all the activities to support the topic that threads right through each session. For example, to support the theme 'On the Road', children could make tracks using vehicles in paint, listen to a story about road safety and act out what they learned, make model vehicles using a range of 2D and 3D materials, and clamber about a real dustcart and watch a demonstration to show how it works. Children have time to explore a range of resources in their own time and to their own ends. They are encouraged to mix their own paints and develop their ideas in their own time. Children benefit from warm relationships with staff who are interested in them and give lots of praise and encouragement.

Nursery Education

The quality of teaching and learning is good. Children are enthusiastic and keen to learn as they play at a wide range of stimulating and relevant activities that are suited to their needs. They are independent learners, take responsibility for their personal care, and chose when to take a break and stop for snack's with their friends in the 'café'. The children play well on their own and with others. They help each other achieve an agreed aim and tidy away in teams with a key worker. Children know right from wrong and learn how to manage minor disputes through negotiation , which enhances their confidence and self-esteem. They share, take turns and wait patiently and quietly when required. Children are confident and speak up making comments about and joining in with stories. Children appreciate some aspects of their own culture and the traditions of others. Children learn about festivals, foods, the dress, language and the writing styles of a number of cultures as part of the curriculum.

The children make good progress in all areas of learning because they are independent learners and staff understand how children learn best by following their own interests with the appropriate use of adult questioning, encouragement, and praise. Children are keen writers, making lists, jotting down notes on a clipboard and using stick it notes. Children recognise initial phonic sounds and can recognise their own name cards and some other familiar words used as part of daily routines such as the days of the week. Children count out loud, predict how many, combine groups of numbers and recognise and match numerals to the correct number of dots or items. Children listen intently to stories and predict what comes next as pages in familiar books are turned. Children are imaginative and enjoy using their senses to explore sounds, lights, and textures they find 'under the sea'. Children are familiar with how computers work and use technology as part of their role-play. They calculate how many, measure, make telephone calls and play tapes.

Staff confidently use their knowledge of how young children learn to achieve a very successful balance between adult and child-led activities enabling children to learn at their own pace. They plan a broad range of experiences that are suited to the range of ages of children in their care based on initial profiles developed with parents and their observations of learning. They discuss progress informally with parents and meet with them once a year or more if they have any concerns. Individual targets set by staff to help children take their next steps in learning are not recorded or developed in liaison with parents, which influences how effectively they are implemented in the nursery and at home. The curriculum reflects the community the children come from and the wider world. Staff have high expectations of behaviour and carefully explain rules and manners.

Helping children make a positive contribution

The provision is satisfactory.

The children learn about their own environment, culture and the culture of others through well-planned activities. They go on outings to local places of interest and enjoy visits from people who live and work in the community, for example the dustman who came to show them a brand new dustcart and how it works. Children celebrate a number of festivals from other cultures throughout the year. Displays show children have experienced how people from other places might live, eat and

write. Children handle a wide range of resources that reflect the wider community and children with disabilities. As a result, they begin to respect their own culture and the culture and lifestyle of others.

The children play very well together, children receive appropriate support from staff who have high expectations of behaviour. Staff are positive role models, children receive acknowledgment and praise for what they do and the help they offer at tidy up times. Staff always treat children with great respect for their feelings. They encourage children to find their own solutions to minor disputes and only step in when appropriate to offer ideas to change or redirect behaviour. Children with special needs receive all the help they need in liaison with parents and outside agencies. Appropriate support is well established by the nursery before children move on into school. Spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents receive relevant information about how the setting operates through a very detailed prospectus that includes all the policies, procedures and details about the early learning goals. Staff work with parents on entry to the setting to find out what children already know and can do and use the information they gather effectively to settle children in. Regular newsletters and displays keep parents up to date with planned activities and ideas for complimentary home learning. Most feedback is through an informal discussion with key workers at either end of a session.

Some parents, however do not see the records of achievement for their child and most are not involved in setting targets for their next steps in learning. Confidentiality is carefully maintained, however, the settings policy to manage complaints has not been updated to have regard for recent changes in legislation, which means a correct procedure is not in place to keep parents and Ofsted well informed. Parents report relationships with staff are very good and that staff are friendly and welcoming which helps them and their children feel secure and eager to be involved.

Organisation

The organisation is satisfactory.

Suitably qualified and experienced staff look after the children. Staff show commitment to continuous improvement and make time to attend relevant training which contributes to the overall quality of the provision. Senior staff are particularly supportive of newer recruits, which helps them develop their confidence and leadership skills. The registered person plays no part in monitoring the quality of care and education and relies heavily on the committed team of staff who concentrate their time and energy on the needs of the children. As a result, some important changes in legislation are missed and not implemented. The systems to appoint and check future staff and to ensure the continuing suitability of all staff are not sufficiently robust.

Leadership and management is good, staff regularly reflect, monitor and improve the quality of care and education based on their assessments of children's learning and actions plans drawn up to address outcomes from inspections and monitoring visits. Staff work well as a team to plan worthwhile experiences where children have fun

and learn through play in a well-organised and safe environment. Indoor space is laid out to maximise play opportunities for children and works particularly well to support children's independence and confidence. Interesting daily routines support and re-enforce the curriculum across all areas of learning especially numeracy, literacy and knowledge and understanding of the world. Most of the legally required documentation, which contributes to children's health, safety and well-being is in place and regularly reviewed. The setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the previous care and nursery education inspection the setting was asked to ensure that the complaints and behaviour management policy were updated and to improve the planning in communication, language and literacy to sufficiently challenge the older and more able children.

The behaviour management policy now includes a statement about bullying to protect children and inform parents. The complaints policy now includes the name and address of the regulator, but has not been updated to reflect Ofsted's move to new premises and to keep parents informed. Staff have improved the layout of the setting and the planning of activities and daily routines to support children's learning. Children self register and recognise their own names and some familiar words, they hear and use phonic sounds and numbers, and practise writing as part of their everyday play.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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:

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 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):

- develop a system to record complaints that has regard for recent changes in legislation
- make sure effective procedures are in place to appoint and vet staff and to ensure their continuing suitability.

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):

- set individual targets for children's development based on observations and assessments of learning and in liaison with parents.

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