



## St Tudy Pre-School Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	102957
<b>Inspection date</b>	25 January 2006
<b>Inspector</b>	Sarah Jane Wignall
<b>Setting Address</b>	The Village Hall, Wadebridge Road, St. Tudy, Bodmin, Cornwall, PL30 3ND
<b>Telephone number</b>	01208 850857
<b>E-mail</b>	
<b>Registered person</b>	St Tudy Pre-School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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?

St Tudy Pre-School Playgroup is a committee run group. It opened in approximately 1984 and operates from 2 rooms in St Tudy village hall. It is situated in the village of St Tudy. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open on a Monday, Wednesday and Friday from 09:30 until 12:00 and on a Thursday from 12:30 until 15:00 during term times only. All children share access to a secure enclosed play area.

There are currently 18 children from 2 to 4 years on roll. Of these, 12 children receive funding for nursery education. Children come from the local and surrounding areas. The setting currently supports children with special educational needs.

The pre-school employs 5 staff. Over half the staff have early years qualifications to NVQ level 3. The setting receives support from an advisory teacher from Family Services. They are members of the Pre-School Learning Alliance (PLA).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn the importance of health and hygiene as they follow established daily routines. They independently wash hands after craft activities, and use wet wipes before snack time. Children know the reason for doing this, and when asked say 'they do not want to get germs and a tummy ache'. Staff follow appropriate routines such as wiping tables between use, and using separate sinks to wash craft and cutlery items. Children are protected from the dangers of the sun as staff ensure creams and hats are used. Additional shade is provided when playing outside in hot weather. Adequate numbers of staff hold food hygiene and first aid certificates. Staff keep accident records, which are signed by parents.

Children benefit from access to a healthy range of mid day snacks that include fresh fruit, such as apples, bananas and oranges. Children are encouraged to drink water when thirsty, and they have easy access to water throughout the session. Milk is also offered at snack time. The setting has recently benefited from a healthy eating grant and has used this to purchase new equipment. Information about children's special dietary needs are discussed and recorded.

Children benefit from daily access to a large outdoor play area, where they have opportunities to pedal, push and climb. Children gain large muscle control and co-ordination as they climb on large apparatus such as the climbing frame. They develop skills as they manoeuvre cars and ride on toys on both grass and concrete surfaces. Children gain fine motor control as they use a range of one handed tools such as scissors, pencils and paintbrushes. Children show good spatial awareness as they sit and line up when moving between activities and they follow instructions to jump, turn around and sit down when playing a number game.

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

The provision is satisfactory.

Children benefit from being cared for in a large, bright, well maintained environment. They have access to both a large and smaller playroom, and easy access to the outdoor play area. Staff use daily risk assessments to ensure all operational areas of the setting are safe and suitable for children's use. Staff use equipment such as safety gates, to prevent children's access to the kitchen and socket covers to protect children from harm. Children learn about fire safety as they practice regular fire drills.

Appropriate fire fighting equipment is maintained by the village hall committee. Children learn about keeping safe as they follow simple procedures such as sitting on chairs while waiting to go outside, and lining up in an orderly fashion when moving between play rooms.

Children have access to a good range of safe and suitable resources. Staff regularly check items to ensure their ongoing suitability and take action to remedy any concerns such as ordering new bolts for the climbing frame, where they are showing signs of rusting. The play room is well laid out, allowing children to move safely within it. Children are reminded to use equipment safely, such as sitting nicely on adult sized chairs in case they fall. Staff ensure children are well supervised during their play, particularly when using large equipment such as the climbing frame.

Children are protected by the staff's understanding of child protection procedures. An adequate written procedure is in place and staff are aware of current publications. They are aware of agencies to contact if concerned about a child in their care.

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

The provision is good.

Children are confident, happy and settled at the pre-school. They enter the setting confidently and separate from parents and carers easily. The room is well set up on arrival, allowing children to settle quickly. Sessions are well organised with all children spending the majority of time together, but separate circle times allow more age appropriate activities to be offered. Younger children are well supported in their play, and they enjoy listening to stories and learning new rhymes such as Hickory Dickory Dock and Roly Poly. Children have good relationships with both staff and each other. Children are well supported by staff who have a good understanding of how children learn. They plan an interesting and varied curriculum which covers all areas of learning.

#### **Nursery Education**

The quality of teaching and children's learning is good. Staff have a good understanding of the Foundation Stage and plan a balanced range of practical learning experiences. Sessions demonstrate a good balance between adult led focused activities and free choice. Focused activities are well planned, with children grouped appropriately to ensure they can all participate, for example when making cakes, or joining in a rhyming game. Children are learning to be independent in the setting and are encouraged to meet their own needs when washing hands, putting away work or getting a drink of water. Staff carry out regular observations of children, but not all assessments are fully completed.

Children are confident speakers. They eagerly describe members of their family during circle time and contribute when discussing the story in a book. Children are learning to link sounds and letters as they play a rhyming game and think of words beginning with different letters. Children enjoy listening to stories and have access to a good range of books. Children have lots of opportunities to make marks, and enjoy drawing and writing as they play in role play or complete tracing cards.

Children learn to recognise numerals and to count as they play a matching game. Some younger children correctly recognise numbers to five and can select the correct number of coloured counters. Older children are extended to recognise numbers to eight and beyond. Children learn about size as they identify the biggest and smallest blocks when playing a game. They learn about shapes as they cut circles to make snowflakes, and complete jigsaws. Children learn about technology as they use phones, tills and other electronic toys. They learn a sense of time as they discuss days of the week, and follow the routines of the session. Children observe changes to textures as they mix wet and dry ingredients when baking cakes.

Children have opportunities to be creative as they explore different materials such as dough, clay and paint. They use their sense of touch and smell as they make feely bags using gel and other materials. They enjoy observing and touching paint as it is mixed with foam. Children use their imagination well when playing together in role play. Several children join together to create a game involving animals in the toy shop. Children enjoy creating sounds as they play different musical instruments and listen to taped music. Overall children make good progress in all areas of learning.

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

The provision is satisfactory.

Children benefit from being cared for in a small community environment. Staff have a good understanding of their individual needs, often gained through children's attendance at the local toddler group, before progression up to pre-school. Staff work closely with parents of children with special needs, in order to plan effectively for them. Staff liaise well with parents when discussing issues and interests their children may have. Staff incorporate this information when managing children's behaviour. Children learn about their local community as they go for walks around the village and to other local places of interest. They have some opportunities to learn about diversity and the wider world as they look at books, posters and play with resources such as dolls and small world people. They sample different foods as they talk about other cultures and traditions.

Children respond well to the calm and consistent approach of staff. Sessions are well organised and follow a set routine, ensuring children are aware of expectations for behaviour. Circle times are separate to accommodate the needs of both younger and older children, allowing staff to extend the more able children. Children are encouraged to become independent and readily wash hands after craft activities, and put away their work in labelled trays. Children are well supported by staff, who encourage younger children to gain new skills such as holding pencils and drawing. Staff use lots of verbal praise to reinforce appropriate behaviour and reward achievement.

The partnership with parents is good and this contributes to children's overall development and progress at the pre-school. The setting is very much a community group and many parents are involved in committee and fund raising duties. Parents are invited to help with rota duties, and stay and participate in sessions. They are kept informed of their child's progress through regular meetings with staff where

developmental records are discussed and shared. Staff provide parents with verbal feedback when requested, and readily discuss any issues or concerns. Parents are provided with a basic prospectus and have access to policies and procedures. Occasional newsletters keep them informed of relevant information. The registered person has not updated the complaints procedure in line with recent changes to legislation. While staff have a good knowledge of most children's individual needs from their attendance at the toddler group, there is no formal system in place to establish children's ability on entry, and plan accordingly. The pre-school fosters children's spiritual, moral, social and cultural development.

## **Organisation**

The organisation is satisfactory.

Children benefit from being cared for in a well organised environment. Appropriately qualified staff keep their knowledge and skills updated through attendance at short training courses. All staff show good awareness of their roles and responsibilities and sessions run smoothly. Children have access to good sized accommodation and staff deployment is effective in supporting children in their play. The registered person has not updated the recruitment procedure in line with recent changes to legislation. Annual staff appraisals are used to identify ongoing training and other needs. Appropriate documentation is in place.

The leadership and management of the pre-school are good. The setting is managed by a voluntary management committee made up of parents and others. On a daily basis, leadership is provided by the person in charge, who is keen to provide a high standard of care and education. She leads the staff team well, holding weekly staff meetings to discuss ongoing issues and planning for the week. Staff are clear that they would consult the person in charge if any concerns or issues arose. Some evaluation of activities are carried out to assess their effectiveness and impact. Staff make occasional use of advice from outside agencies to help guide their practice. Overall, the setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection the provider was asked to improve safety at the setting by ensuring that the pipe from the hand basin was not a hazard and that the climbing frame was in a safe condition. They were asked to update the complaints procedure and to keep accident and incident records confidential. At the last nursery education inspection staff were asked to give consideration to extending opportunities for children to recognise their name and letters, and to ensure assessments are used effectively to challenge the more able child.

Safety at the setting has been improved by the provision of new toilets and hand basins and the climbing frame is regularly checked to ensure its ongoing suitability. Accident and incident records are stored confidentially. Children have lots of opportunities to recognise their names, for example when putting work away in their own labelled tray and finding their place at snack time. Sessions are well organised, with opportunities for the more able children to extend their learning, for example

during circle time and when doing focused activities.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since 1st April 2004. 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):

- make sure effective procedures are in place to appoint and vet staff and to ensure their ongoing suitability, in line with recent changes to legislation
- develop the use of a complaints log, to maintain a written record of complaints, the action taken and the outcome of the investigation, in line with recent changes to legislation.

#### **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):

- use information from parents about what their child knows and can do on entry to the setting, to help guide planning and set individual targets. Ensure assessments are regularly completed for all children.

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