



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY249233

DfES Number:

INSPECTION DETAILS

Inspection Date 13/01/2004
Inspector Name Linda Janet Chauveau

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Trelowan Pre-School
Setting Address Treverbyn Rise
Penryn
Cornwall
TR10 8RA

REGISTERED PROVIDER DETAILS

Name The Committee of Trelowan Pre-School

ORGANISATION DETAILS

Name Trelowan Pre-School
Address Treverbyn Rise
Penryn
Cornwall
TR10 8RA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Trelowan Pre-School is a well established pre-school that has operated from a variety of settings. It currently operates from "classroom seven" in Penryn Infants School and Nursery, in the town of Penryn. The pre-school serves the local area.

There are currently 15 children from 2 to 5 years on roll. This includes five funded three year olds and one funded four year old. Children attend for a variety of sessions. The setting does not currently support children with special needs, or who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45.

The pre-school employs six part time staff to work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP) and from The Pre-school Learning Alliance

How good is the Day Care?

Trelowan Pre-school provides satisfactory care for children.

An established and experienced staff team runs the group. The management committee of the group do not have systems in place to employ new staff members or to offer induction and appraisals for existing staff members. The staff make satisfactory use of the room they operate from. They are not able to offer a wide variety of activities during each session due to a lack of accessible storage facilities in the playroom. The toys and equipment used are well cared for.

The group operates from a secure site and staff take great care to keep children safe whilst in the setting. They are guided by their health and safety policies and procedures, which need to include procedures to follow if a child falls ill during the session. Staff are able to meet children's individual needs well and get good

information from parents about children's likes and dislikes.

The staff plan to offer a variety of activities each day to children to help them develop in all areas of learning. The staff team carry out developmental observations on children, which are shared with parents on an informal basis. Not all activities are sufficiently stimulating or challenging for children to sustain their interest and attention. Staff encourage and praise good behaviour but sometimes have problems re-directing children with more challenging behaviour.

Staff have created informal relationships with parents and information is shared verbally. The committee has recently redesigned their prospectus for parents which gives relevant information about the operation of the pre-school, but does not inform parents about nursery education. There is insufficient information provided to volunteer helpers and committee members to define their roles and responsibilities in the group. Most of the policies and procedures needed to run the group are in place, there are some minor omissions within those relating to complaints and child protection.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff respond to children's individual needs well. They seek comprehensive written information from parents to find out about children's individual needs and preferences in order that they can be well cared for in the pre-school. The group's equal opportunities policy is well written and covers all aspects of the pre-school's work.
- Staff ensure children are kept safe when inside the setting. They carry out sensible procedures to ensure that no adult can enter, or child leave, the playroom without staff supervision. A comprehensive risk assessment is in place to evaluate the safety of the premises.

What needs to be improved?

- the procedures for staff employment, induction and appraisal
- the planned activities offered to children
- the procedures for sick children, child protection and complaints
- the information given to volunteers and committee members.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	provide all staff with job descriptions and introduce a system of induction training for new staff and a performance appraisal system for existing staff
3	ensure that planned activities offer sufficient variety and challenge to meet the developmental needs of all children
7	provide a procedure to follow if a child falls ill whilst attending the setting
12	make available to parents a written statement that provides details of the procedure to be followed if they have a complaint, including Ofsted's contact address and telephone number
12	make information available to committee members and volunteer helpers about their roles and responsibilities
13	ensure that the child protection procedure for the playgroup complies with local Area Child Protection Committee (ACPC) procedures, includes procedures to follow if a member of staff is accused of abusing a child and is based on the guidance laid out in the government booklet "What to do if you're worried a child is being abused"

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Trelowan Pre-school offers acceptable quality nursery education. Children's progress towards most of the early learning goals is limited by some significant weaknesses in the provision. They make generally good progress in knowledge and understanding of the world.

Teaching has some significant weaknesses. Staff make good use of questioning and large group circle times to review and re-enforce learning. The classroom is well laid out with areas for different types of play. However, staff lack confidence in their knowledge of the stepping stones towards the early learning goals. Activities are not well presented and lack challenge for the older and more able children. Staff miss opportunities to extend learning in freely chosen activities.

Leadership and management has some significant weaknesses. Clear aims are outlined in the prospectus. Staff work well together and promote learning through play. They attend cluster meetings with other providers, and training provided by the Early Years Development and Childcare Partnership (EYDCP). However, the setting has no system of staff appraisal, or effective ways to monitor strengths and weaknesses in the provision. Areas for improvement identified by previous inspections and monitoring visits from EYDCP mentor teachers have not been fully addressed.

Partnership with parents has some significant weaknesses. Parents are able to be actively involved in the setting as rota parents and also sit on the management committee. Children's assessment records are sent home once termly. However, no written information is given to parents about the education programme. Parents are not invited to share information about what their child already knows. There are no formal meetings to discuss children's progress toward the early learning goals.

What is being done well?

- Children are competent users of technology. They know how to use a range of toys and machines. They particularly enjoy recording and listening to their own voices.
- Children are confident and keen to try out and complete activities. They initiate and join in with conversations, talking freely about their home life.
- Staff make effective use of questioning at planned activities and circle time to re-enforce learning. They make good links with home life experiences.

What needs to be improved?

- the staff's knowledge of the stepping stones towards the early learning goals

to ensure older and more able children are challenged and their knowledge and skills are extended

- the implementation and organisation of planned activities to ensure children are well occupied and interested throughout the session
- the use of systems to evaluate strengths and weaknesses of the provision.

What has improved since the last inspection?

The setting has made limited progress since the last inspection. It has suffered from disruption caused by a number of changes in the venue in the last two years.

1. Systems for planning activities, with clear learning intentions, and recording assessments have improved following advice from EYDCP teachers. However, these are not always put into daily use effectively.
2. Staff still lack confidence in their knowledge of the stepping stones towards the early learning goals. As a result activities do not challenge children.
3. Opportunities for children to explore their senses have improved. They now have daily opportunities to touch and comment on a range of materials.
4. Parents are better informed. They now benefit from a prospectus but this contains no information about the Foundation Stage of learning. Parents have sight of assessment records but are not invited to sufficiently share what they know about their child.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children show good levels of concentration and patience to try out and complete activities, for example jigsaws. They are confident and enjoy good relationships with staff and each other. They play well together and negotiate roles in imaginary play. However, some children respond emotionally to change as staff do not set, explain and maintain clear and consistent limits. Some opportunities to develop the independence of older and more able children are not exploited by staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children enjoy using interactive books. They listen attentively and join in well with stories. Children use words well to communicate their ideas and negotiate in role play. They are learning that symbols in their environment have meaning and can recognise their own name. However, children do not routinely write their names on work to develop their writing skills. They do not link letter sounds to letters and shapes. New words are not explained to help children understand their meaning.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are beginning to count up to ten. They can recite some simple number rhymes. They are beginning to use the language of shape, size and position in a variety of play situations. They are beginning to recognise similarities as they try to match shapes and complete jigsaws. Children do not recognise numerals or represent numbers using props or marks. They do not compare sets of objects or calculate which group of objects is the largest.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are competent users of technology. They talk about and know how to use a range of programmable toys and machines. They particularly enjoy recording and listening to their own voices using an interactive book. Children are developing a good understanding of the passage of time as they take part in activities about machinery they see in their daily lives and those their grandparents may have used. Children are not learning how to design and build using a range of tools and materials.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
------------	------------------------

Children show very good hand eye co-ordination as they use a range of tools and equipment to manipulate malleable materials. Indoors, they move freely with pleasure and confidence around a very simple assault course. Children are not developing and refining their physical skills. The outside play area and toys are not in daily use. As a result, children do not climb, push and ride, run, jump, skip, use balls and hoops regularly. They are not learning about health and bodily awareness.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
------------	------------------------

Children enjoy using their imagination in child initiated games. They act out roles well from their own experience of people and well known television characters. They express and communicate their ideas about feelings in adult led scenarios. Children are not exploring how sounds can be changed. They do not recognise repeated sounds and patterns and match movements to music. They do not always use a range of tools and creative media to paint, draw, join, build, shape for their own purpose.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve the staff's knowledge of the stepping stones towards the early learning goals. Use this improved knowledge to plan and present learning opportunities, with appropriate intervention, that are challenging to children and engage them in the learning process
- plan more effectively to ensure activities and daily routines are used to keep children well occupied and interested in their play and learning throughout the session
- develop and use systems to monitor the quality of the provision.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.