



## 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

Pencoys pre-school and out of school club registered in 2003. It operates from several designated rooms in Pencoys primary school, in the village of Four Lanes. The setting serves the local area.

There are currently 78 children from two to eight years on roll, 23 in the pre school and 55 in the out of school club. This includes 13 funded three-year-olds and 8 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports children who have special needs. No children currently attend who have English as an additional language.

The group is open 5 days a week during school term times. Pre-school sessions are from 09:00 until 11:30, with a lunch club operating from 11:30 to 12:55. The out of school sessions are from 07:45 until 08:35 and 15:15 until 18:00.

Eight part time staff work with the children. Half the staff have early years or play work qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised qualification. The setting receives support from teaching staff at the school and an advisory teacher from the Cornwall Early Years Development and Childcare Partnership (EYDCP). They are members of Play lines and 4 Children.

### How good is the Day Care?

Pencoys pre-school and out of school club provide satisfactory care for children. Staff develop warm relationships with the children. They listen to their opinions and get to know the children well. The staff provide a balanced, choice of activities, appropriate to their ages, which interest the children. These activities are supported with a range of quality resources.

There are sometimes delays between appointing staff and putting staff checking procedures into motion. Most of the staff are qualified or working towards qualifications. The staff are effectively deployed and work well together. The premises are welcoming, with bright displays of children's work. Rooms in this new

building, are used flexibly to meet the varied needs of the children. All policies and procedures are available, but some do not fully meet national standards.

Most health issues are addressed well, though parents consent for emergency treatment has not been sought regarding pre-school children. All staff are aware of special needs issues. They make sure that activities and resources are accessible to all. In the pre school, staff effectively follow the special needs code of practice to meet children's needs. The setting follows a healthy eating policy. Children are given varied, balanced snacks. They are encouraged to drink water regularly and older children can help themselves to fresh fruit, throughout their time at the out of school club.

Relationships with parents and carers are satisfactory. Information about the setting is readily available to parents. However, some of the policies and procedures are unclear and not all parent consents have been sought. Staff liaise well with parents, to meet the children's needs. Parents are greeted and welcomed into the setting and are positive about the care provided by the provision.

#### **What has improved since the last inspection?**

Not applicable

#### **What is being done well?**

- The staff are well deployed and effectively supervise the premises. They work well together as teams with the 2 age groups. Almost all of the staff are either qualified or working towards qualification.
- In the pre-school, there are enough staff to enable them, easily, to provide additional support to the children.
- In the out of school club there is an effective system in place, to introduce new staff and volunteers to the setting.
- In both groups, the adults have warm relationships with the children. They listen attentively to the children and know them well. Staff provide a balanced and interesting choice of activities, which the children enjoy participating in. These activities are well supported with a wide range of quality resources.
- The newly built premises are welcoming, with children's work brightly displayed. Space is used well to meet the differing needs of the children, in cooperation with the school.
- A healthy eating policy is followed. Children are given a varied and balanced diet and encouraged to quench their thirst with water, as they need to. The pre-school display a menu, to inform parents of the snacks that are planned. In the out of school club, following a set snack, fresh fruit and drinks are available throughout the session.
- Special needs are addressed well. Staff have attended training about inclusive play and are pro-active in making activities and resources accessible to all. The pre-school effectively liaises with parents and other

agencies, to meet the needs of the children.

#### **What needs to be improved?**

- the procedures for checking that staff are suitable to work with children
- the arrangements regarding emergency medical treatment
- the behaviour management and child protection policies and the complaints procedure.

#### **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  |
|-----|---|
| 1   | Improve procedures for checking that staff are suitable to work with children                   |
| 7   | Request written permission from parents for seeking emergency medical advice or treatment       |
| 14  | Amend behaviour, complaints and child protection policies and procedures in line with standards |

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

### How effective is the nursery education?

Pencoys pre-school provides high quality nursery education, which enables children to make very good progress towards the early learning goals.

The teaching is very good. Staff develop good relationships with the children and know them well. They use this knowledge along with their sound understanding of the early learning goals to plan and provide an interesting and well balanced curriculum. They encourage children to express themselves, through skilful questioning. Staff use their knowledge of the children's development, to adapt activities to meet their needs. Children's special needs are addressed well. Staff follow the special needs code of practice and develop effective individual education plans.

Leadership and management is very good. There are clear lines of responsibility. Though there is limited time for staff to meet and develop their planning, they regularly evaluate the effectiveness of activities. Staff are committed to training and improving their practice.

Partnership with parents is very good. Parents are aware of the settings routines. They have access to their own children's records and receive annual reports on their children's progress. They support their children by sending things in from home for children to discuss, but are not involved in initial and ongoing assessments of their children.

### What is being done well?

- Staff use their sound knowledge of the early learning goals, to plan and provide an interesting and well balanced curriculum. They adapt activities to meet the individual children's abilities. They offer support to less confident children and encourage children to express themselves through skilful questioning.
- Special needs are addressed well. Staff consult with parents and other agencies to identify children's specific needs. They work together to develop and follow effective individual education plans.

### What needs to be improved?

- the continuing development of systems to inform and involve parents in their children's progress
- the opportunities for staff to meet to share information and plan for children's learning.

|   |
|---|
| <b>What has improved since the last inspection?</b> |
|---|

|                |
|----------------|
| Not applicable |
|----------------|

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Older children confidently talk about their experiences to the whole group. whilst less confident children are beginning to express themselves, with encouragement. Children are interested in and keen to explore a variety of activities. they are developing friendship groups and learning to share and can follow the rules of some board games.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen to and accurately follow instructions. They are familiar with story plots and listen to stories with interest. They discuss and plan their work confidently. They choose their own words to describe things, such as "ice cream shell" to describe a cone shaped whelk shell. Children are familiar with the initial sounds of words and recognise and relate letters to their sounds. They recognise and read familiar text around the room and older children recognise their own names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count up to 18 and are learning to closely estimate how many children are present. They use appropriate language to compare sizes and weights of different objects. Children discuss and work out number problems in play situation. For example, when they find out how many toy cars can park in a limited number of spaces and how many are left. Children successfully arrange numbers in order up to 10.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children observe and are interested in changes that they see occurring to different materials. For example, when they see water frozen and then thawed. They are familiar with everyday technology and competently use the computer. Children plan and construct their own models using a selection of adhesives. They are aware of and describe features of their local environment and talk about events from the past.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children accurately steer and control ride on toys and manoeuvre round each other well. They practise balancing on wobble boards. They are aware of and discuss the effects of weather on their bodies, such as how the cold makes their teeth chatter. They can thread small objects and competently handle small tools, such as scissors.

**CREATIVE DEVELOPMENT**

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children use a variety of materials to create collage pictures of St Michaels Mount. They explore the varying effects of different media, such as charcoal, wax paints and paints. Children handle different musical instruments, listen to and discuss the variety of sounds that they make. They can successfully follow the beat of familiar songs. Children enjoy and become involved in role play, both initiated by themselves and prompted by staff.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the continuing development of systems to inform and involve parents in their children's progress
- the opportunities for staff to meet to share information and plan for children's learning.

*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.*