



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 102837

DfES Number: 517680

### INSPECTION DETAILS

Inspection Date 18/10/2004  
Inspector Name Sara Jane Frost

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Padstow Pre-School  
Setting Address School Grounds  
Grenville Road  
Padstow  
Cornwall  
PL28 8EX

### REGISTERED PROVIDER DETAILS

Name The Committee of Padstow Pre-School

### ORGANISATION DETAILS

Name Padstow Pre-School  
Address School Grounds  
Grenville Road  
Padstow  
Cornwall  
PL28 8EX

## 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

Padstow Pre school is a long established group which has operated in Padstow from various premises over the past thirty-eight years. It moved to the current purpose built building, on the Primary School grounds in 1998. The Bees Knees Out of School Club was registered in 2001.

The Pre-School has 34 children on roll of whom 17 are funded 3 year olds. There are currently no children for whom English is an additional language. The group currently offer support to children with special educational needs.

The Pre School is open Monday, Tuesday, Wednesday and Friday from 09:15 until 15:15. On Thursday it operates from 09:15 until 11:45 all sessions run term time only.

The Bee's Knees Out of School Club operates Monday to Friday 07:30 until 09:00 and 15:15 until 17:45 during term time and 08:00 until 17:45 every day during the school holidays apart from Christmas.

All Children have access to one large play room, with toilet facilities off the main entrance hall. The group have an enclosed garden and play area, plus access to the school playground and field. Children are not permitted to access the kitchen area.

The group employs eight staff, most of the whom have relevant level three qualifications.

### How good is the Day Care?

Padstow pre-school and Bees Knees After school Club provide good care for children. The setting provides a warm and welcoming environment, the rooms are decorated with posters and display's of children's work. Good links within the local community develops this further as after school clubs creations are displayed in a local shop window. Most of the relevant documentation is in place.

Staff are aware of health and safety issues within the setting, although the after

school club children were regularly encouraged to wash their hands at the appropriate times, the younger children were not. Better use of snack time, for example adults sitting with children at snack tables and opportunities for children to pour their own drinks, would encourage children to further develop their social skills. Staff are aware of child protection issues and their responsibilities.

The setting has a good range of equipment. Resources are stored in suitable low level labelled trolleys allowing children to independently choose activities. Good use is made of outside activities, as well as their own outside play area children are able to use the school fields and playgrounds.

The setting has a good relationship with parents, with the young pre-school children they are invited in to help settle the children at registration. Staff are friendly and approachable, staff ensure parents are kept up to date with their children's progress by daily discussions. Parents report on the friendly relaxed atmosphere and how accommodating the setting tries to be to meet their childcare needs.

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

At the last inspection the setting agreed to maintain a record of all children and staff's arrival and departure times; ensure that children were supervised at all times and the outdoor area is kept secure. The setting has developed a suitable system of recording of staff and children at every session. The deployment of staff ensures children are suitably supervised at all times and a system is now in place to check the security of the outside area before children are able to access it.

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

- Staff deployed well throughout the sessions, able to work with small groups, offer individual attention and allow children to make decisions about playing indoors or out.
- Children's individual needs are addressed, staff are aware of these needs through good communication with parents and observing the children.
- Staff ensure the room is bright and welcoming by displaying children's work and posters.
- Good links have been developed with the local community, children's creative work is regularly displayed in shop window and they take an active part in the local festivals.
- The organisation and range of resources for children by giving them a degree of choice, children are able to access the resources independently, through use of suitably labelled low level trolleys.

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

- the use of snack time to promote social skills and consistent hygiene practices

- the paperwork regarding parental written permission to seek emergency medical advice
- information to parents to keep them up to date on who is their child's key worker

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**Outcome of the inspection**

Good

**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
7	Request written permission from parents for seeking emergency medical advice or treatment and ensure good hygiene practices are in place regarding hand washing.
3	Develop snack time to encourage social skills, conversation and develop hand eye co ordination particularly during pre school session.
12	Ensure all parents are aware of who is their child's allocated keyworker.

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

### How effective is the nursery education?

Padstow pre-school provides generally good- quality nursery education overall. Children are making generally good progress towards the early learning goals overall. Progress is very good in personal social and emotional development, creative development and communication, language and literacy.

Teaching is generally good. Staff are familiar with the early learning goals. They work well together as a team and plan an interesting and stimulating programme of activities. Their calm and consistent approach promotes good behaviour. However during the afternoon session when the older part time school children join the group there is less emphasis placed on the structure of the educational session, particularly for three year olds. Children with special needs are very well supported.

Leadership and management is generally good. Most staff hold relevant childcare qualifications. Staff are made aware of their role and responsibilities during the session. Management is always striving to improve their practice, they are currently awaiting approval of Cornwall's quality assurance scheme. However management acknowledge there is a need to develop a consistent approach to staff appraisals.

The partnership with parents is very good. The prospectus which is given to all parents provides clear information about the early learning goals. There is a good notice board for parents. Newsletters are regularly sent home. Key worker staff are available to discuss children's progress with parents informally and at parent consultation days.

### What is being done well?

- Children's personal social and emotional development is good, strong emphasis is placed on this area, children are confident, play well with each other, are able to share resources and clearly enjoy attending the pre-school.
- Staff develop children's imagination well, by introducing resources, asking open ended questions and by becoming involved to encourage role play further.
- Children with special educational needs are well supported. Good links have been established with parents and other professionals.

### What needs to be improved?

- the procedures for monitoring the effectiveness of the pre-school and the nursery education
- the development of routines such as snack time to encourage further learning opportunities through everyday experiences

- the development of planning and activities with reference to the afternoon sessions, to ensure older non funded children do not have an adverse impact on the education provided to all funded children.

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

The pre-school has made generally good progress since the last inspection, when there were three key issues to address. The requirement was to increase the emphasis on mathematical development, ensuring all aspects are regularly included in planning; to extend the time spent at adult directed activities particularly in maths and communication, language and literacy, to identify clear specific measurable learning observations, to consider working with specific groups of children who would benefit from working together; to continue to develop existing planning system, in promoting all aspects of the learning outcomes, to evaluate the success of plans, check what has been learnt and see that all six areas of learning have been included. These issues have mostly been addressed, planning clearly shows all six areas of learning, however planning covers the whole day and when the older children who attend school in the morning join the group at lunch this impacts on the emphasis of the education programme for the younger children. All aspects within the maths programme are included, however staff did not always make use of opportunities to expand on this during the session. More emphasis has been placed on communication language and literacy and maths, staff are deployed to work with small groups or on an individual basis, planning and children's records show clearly what next steps are needed.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Strong emphasis is in place on encouraging children's personal, social and emotional development. Most children are happy for parents to leave after registration. Children show a genuine interest in activities such as the pumpkin. They are pleased to meet up with each other and are able to show consideration to one another. They work and play well together, in small groups and on an individual level, often persevering with a chosen activity over a period of time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to handle books with confidence. They are able to develop their own stories by responding to the pictures in the book and being to act out the storyline. Some children are able to recognise their first names, the use of name cards at snack times and labelled coat pegs further encourages name recognition. Children enjoyed story time, they are encouraged to think of different rhyming words and to predict the ending of the story.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are introduced to numbers in a variety of ways, they are able to recognise numbers in the correct format. Children are introduced to, and are able to use positional language during everyday activities. Some are able to recognise and describe simple patterns. However, children are not encouraged to develop their understanding of measurement and weight, such as when making play dough. They are not sufficiently introduced to simple addition and subtraction in activities like snack time.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are actively encouraged to follow local Cornish festivals for example Padstow's Obby Oss day and are regular successful participants in the carnival. Children learn about other cultures and beliefs in various ways throughout the year. Growing sunflowers in the garden enables child to understand living things. Although there is a computer in the room it is not used to best advantage. It was only switched on in the afternoon and mainly used by the older children.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Staff make good use of outside play during the day, children managed well a 'follow the leader' activity, they are able to walk along white line forwards and backwards and to skip and jump. Various wheeled resources are well used as are ball games. Planning shows a wide range of balancing and climbing equipment for children to experience. Developing children's health awareness is inconsistent, hands are washed before lunch but not at snack time.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Small groups of children enjoyed the experience of making play dough from scratch, they explore the change in texture after adding too little and too much water. Children are given good opportunities to develop imaginative play, from reading a book about a hospital visit, staff enabled children to set up their own hospital, finding resources, posing questions. Others joined in as role play progressed. Children enjoy singing nursery rhymes and doing the linked actions.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- develop the planning and teaching so that it provides consistency in the education provision for both the morning and afternoon sessions for all nursery funded places
- develop further the procedures for monitoring the effectiveness of the pre-school
- develop the everyday routines such as snack time to encourage further opportunities in learning through everyday experiences.

*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.*