



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 102818

DfES Number: 512705

INSPECTION DETAILS

Inspection Date 14/05/2003
Inspector Name Heather Tanswell

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Illogan Pre-School Playgroup
Setting Address Churchtown
Illogan
Redruth
Cornwall

REGISTERED PROVIDER DETAILS

Name The Committee of Committee of Illogan Pre-School Playgroup
1029549

ORGANISATION DETAILS

Name Committee of Illogan Pre-School Playgroup
Address Churchtown
Illogan
Redruth
Cornwall

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

Illogan Pre-School Playgroup is a well established pre-school which is managed by a voluntary committee of parents. It is located in the village of Illogan, which is just outside Redruth. It operates from an Elliot building adjacent to Illogan Primary School.

The pre-school is registered for 26 children aged from the age of two to five years old. There are currently 59 on roll. This includes 20 funded three year olds and 17 funded four year olds. Children attend a variety of sessions. The pre-school currently supports children who have special needs and children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9 until 11.45 and 12.45 to 15.15.

Four full time staff and one part time member work with children. Three have early years qualifications. Two staff are currently on training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership. The pre-school is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Illogan Pre-school Playgroup provides good quality care for children aged between two and five years. Staff are well led by an enthusiastic leader and her deputy. Good use is made of resources and available space to enable children to explore both inside and out. Toys and equipment are of good quality and reflect diversity. Generally paper work is well organised but some policies require additional statements.

The premises are welcoming and maintained to a high standard. Staff are well informed about health and safety and put procedures into practice. Daily routines are used well to promote health and hygiene. Snacks are nutritious and routines

used to re-enforce learning. Staff are well trained and experienced. Children with special needs are included in all activities.

There are good opportunities for children to learn through daily routines. Role play is used creatively to re-enforce learning through play in mathematics, literacy and to develop children's imagination. They make lists, order forms, count stock, match and sort. Planning is well thought through and themes run through many areas of play. Staff use their imagination and creativity to plan and present activities in a fun way for all abilities. Children are co-operative, enjoy tidying away in teams and respond well to staff who are good role models.

There is good partnership with parents who help out if they wish during sessions. The setting is working on offering regular private meetings to discuss children's progress at times that suit individual parents.

What has improved since the last inspection?

The setting has made good progress since the last inspection and all issues have been addressed. There is now a complaints policy, parents permission is sought to give emergency treatment, fire safety regulations have been met, a fire log book and a record of visitors is kept. Children can now have a drink of water at any time. Staff have attended training in first aid and food handling. There is a well qualified person in charge. The small room heater has not been installed but the room is kept warm using a guarded portable electric heater. The setting is awaiting a new gas connection.

What is being done well?

- The pre-school is committed to the continuing improvement in the quality of care they offer children and this is reflected in their good practice.
- The staff make good use of learning through play. Children learn about mathematics and improve their literacy skills in meaningful activities.
- The staff are creative in the way they present the activities and use resources.
- Children of all abilities are fully included and well supported in all activities.
- The partnership with parents is good and developing well.
- The premises are welcoming, safe and secure.

What needs to be improved?

- the contents of the behaviour management policy. (Standard 11)
- the contents of the complaints policy. (Standard 12)

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
12	Add the name, address and telephone number of the regulator to the complaints policy
11	Add a statement about bullying to the behaviour management policy

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

How effective is the nursery education?

Illogan Pre-school offers good quality provision which helps children make very good progress towards the early learning goals.

Teaching is very good in personal, social and emotional development, mathematical development, knowledge and understanding of the world and physical development. It is generally good in communication, language and literacy, and creative development.

Staff have a good understanding of the foundation stage and of how best to ensure that all children make good progress towards the early learning goals. Staff plan well and have established a key worker system, which works well to ensure children's individual needs are met, in particular those with special educational needs and English as an additional language.

Children are offered opportunities to enjoy a broad and balanced range of activities. A lack of forward planning for one particular activity - windmill making - left children uninterested and unable to participate fully. Staff recognised that this had happened and understood why.

Staff do not always plan well to support or challenge older children to develop their writing skills through the use of available resources.

Leadership and management is very good, staff work well as a team. Staff are suitably qualified and experienced to offer good levels of care and education to all children. They set good examples to children, using appropriate and positive methods of behaviour management. Children display high standards of behaviour.

Partnership with parents is very good. Parents are kept well informed of the expectations for children's learning and of their progress. Parents are encouraged by staff to become involved

in their child's learning.

What is being done well?

- Children's progress in personal, social and emotional development and mathematical development is excellent. Children are confident, independent and eager to learn.
- Staff have a good understanding of the foundation stage and of how best to ensure that all children make good progress towards the early learning goals. They use planning and assessments well and have established an effective key worker system.

- Staff plan good opportunities for children to enjoy a broad and balanced range of worthwhile activities, supported by a wide range of high quality resources.
- Staff work well as a team. They set good examples to children, using appropriate and positive methods of behaviour management. Children display high standards of behaviour.

What needs to be improved?

- Staff must improve planning to ensure that children benefit from additional available support, in order to enable older more able children, to further develop their writing skills.
- Staff must improve planning of activities sufficiently, to enable all children to participate.

What has improved since the last inspection?

Progress since the last inspection has been good. Key issues have been addressed. Children, in particular, are offered good opportunities to develop their mathematical ability to it's full potential. Daily plans are in place and used effectively by staff for the benefit of all the children. Staff appraisals have been introduced and children's progress records are in use which offer good levels of useful information.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. Children show good levels of concentration, they sit and listen attentively. Children are confident and work cooperatively with others in small groups. Children are happy and relaxed, they are set good examples by staff who listen and respond well, respecting and valuing individual ideas and beliefs. Children and staff have close and trusting relationships.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in communication, language and literacy is generally good. Staff talk and read enthusiastically, capturing children's imagination and actively encouraging their participation. Most children demonstrate a good understanding that a letter has a sound and is used to create a familiar word. Children are encouraged to develop their vocabulary and language skills effectively. Children make good use of books for reference.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematical development is very good. All children count confidently up to ten and most children are able to count confidently beyond this. Children demonstrate a good understanding of addition and subtraction. Resources support children's learning well, there are appropriate activities for children to count, sort, make patterns recognise shapes. Older and more able children are sufficiently challenged. Some children are able to identify and name 3D shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children have opportunities to plan, design and create using a wide and varied range of materials and tools. All children are confident in the use of IT equipment and are keen to enjoy the variety of resources available. Children understand the passing of time They have developed a good understanding of different cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. Children move confidently both indoors and out, in a safe and controlled manner. Children are well coordinated and show a good ability to balance. Children are offered good opportunities to develop their understanding of keeping healthy. Children use a range of large and small equipment with confidence. They show considerable skill in the use of a wide range of materials.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children's progress in creative development is generally good. Children enjoy a good range of varied materials, which are used imaginatively. Generally children use these materials to explore texture, shape, form and space well. Children regularly sing simple number and action rhymes. Children have opportunities to enjoy practice moving to music and express good imaginative skills

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:

- improve planning to ensure that children benefit from additional available support, such as visual display's of the letters of the alphabet or 3D letter shapes, to enable older more able children, to further develop their writing skills.
- improve planning in communication, language and literacy, to ensure activities are sufficiently challenging for older and more able children.

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.