



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY245130

DfES Number:

INSPECTION DETAILS

Inspection Date 10/06/2003
Inspector Name Linda Janet Chauveau

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ancarva Pre-School
Setting Address Mousehole School
Foxes Lane
Mousehole
Cornwall
TR19 6QQ

REGISTERED PROVIDER DETAILS

Name The Committee of Mousehole Community Childcare Association

ORGANISATION DETAILS

Name Mousehole Community Childcare Association
Address Mousehole School
Foxes Lane
Mousehole
Cornwall
TR19 6QQ

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

Ancarva Pre-School opened in 2001. It operates from The Dining hall in Mousehole School, Mousehole. The pre school serves the local area.

The group is registered to care for 12 children aged between 2 and 5 years of age. There are currently 15 children from 2 and a half to 4 years on roll. This includes 4 funded three year olds and 1 funded four year old. Children attend for a variety of sessions. No children have special needs and the group supports no children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 12:00.

Two full time staff work with the children. Both have early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Ancarva Pre-school provides satisfactory care for children.

The group is led by a qualified leader and assistant and managed by a committee of parents. The committee and staff need to undergo checks to make sure they are suitable to work with children. There are no procedures to ensure that staff have a consistent approach to their work; there is no staff induction or appraisal system in place. The committee are not given information about their roles and responsibilities. Most of the policies are available to cover the management of the group, but some need extra procedures included in them. The group uses the dining hall of Mousehole School. The playroom is well laid out to allow children free movement around activities. There are a reasonable variety of toys available. Equipment is regularly checked and well maintained but there are not enough child sized chairs available to provide for the registered number of 12 children.

Staff are unable to make sure that children cannot leave the building, or that unknown adults cannot enter, without their knowledge. They compensate for this by supervising children closely. They are unable to keep children secure when playing outside. Staff have most of the paperwork and information needed to promote children's health and safety.

Staff plan daily activities for children. Children enjoy their time playing with the staff and other children. Staff make records of children's progress but do not use these to plan the next steps in their learning. Staff encourage children to become confident and well mannered.

Staff work well with parents, they are warmly welcomed and time is taken to talk to them about their child. They are not given regular access to their children's records. Parents are not given information on the procedures used to run and manage the group. Parents have not been asked to give all the consents needed to provide suitable care for their child.

What has improved since the last inspection?

This was the first inspection since registration under Ofsted so no actions were given

What is being done well?

- Children enjoy their time in the pre-school. They particularly enjoy circle time and independent interaction with each other. Children are confident and well mannered. The playroom is well laid out to enable free movement between activities.(standard 3)
- Staff work diligently to ensure that children are kept safe within the setting.(standard 6)
- Staff show that they know each child well. They understand each child's individual needs and preferences. They reward and praise children's behaviour.(standard 9)
- Staff interact well with parents, they obtain sufficient information from parents to meet children's needs. Parents provide information about their children's individual preferences through the detailed registration forms. (standard 12)

What needs to be improved?

- the procedures to vet and record details of all staff, relief staff and committee members.(standard 1)
- the procedures for staff induction and appraisal (standard 2)
- the size and quantity of furniture available for children to sit on.(standard 5)
- the systems to ensure that children are kept safe and secure inside the premises.(standard 6)
- the safety and security of the outside play areas. (standard 6)

- the systems for recording details of medicines administered to children. (standard 7)
- the procedure for sharing details of children's accidents with parents.(standard 7)
- the contents of the First Aid box (standard 7)
- the consents given by parents to enable staff to seek emergency medical advice and treatment and to administer medication. (standard 7)
- the method of sharing details of pre-school's operational policies and procedures with parents, including, equal opportunities, behaviour management and child protection.(standard 12)
- the system for providing information to committee members about their role (standard 12)
- the system to ensure that all paperwork and records are available and stored securely and confidentially on site.(standard 14)

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 must take the following actions by the date shown

Std	Action	Date
1	ensure that all staff, including relief staff, and all committee members undergo Ofsted vetting procedures to provide evidence of their suitability.	30/08/2003
2	ensure that records are kept on site of all adults, including relief staff, who may have unsupervised access to children	30/08/2003

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

Std	Recommendation
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2	create an induction and appraisal system for all staff members
5	ensure that there is a sufficient range of appropriately sized furniture available for children's use
6	devise a system to ensure that children are unable to leave the premises unsupervised and that adults cannot enter unannounced.
6	ensure that children are kept safe and secure when playing outside
7	request written permission from parents for seeking emergency medical advice or treatment, and before administering medication to children
7	keep a written record, signed by parents, of medicines given to children, and of children's accidents.
7	ensure that the first aid box and its contents comply with Health and Safety (First Aid) Regulations
12	devise systems that enables parents to be both fully informed about the setting, including policies and procedures, and to receive regular information on their children's progress.
12	devise a system to provide good information to volunteers and committee members about their roles and responsibilities
14	ensure that all records relating to day care activities are readily accessible, stored securely on the premises and available for inspection at all times

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

How effective is the nursery education?

Arcava Pre-school offers acceptable nursery education where children's progress towards the early learning goals is limited by some significant weaknesses. Children make generally good progress in personal, social and emotional development. The children are well mannered, they sit and listen attentively. Progress in the other five areas is acceptable with some significant weaknesses. Generally children are happy at the pre school, and they are beginning to learn a few new skills.

Teaching is acceptable with some significant weaknesses. Staff have good relationships with the children. Staff and children enjoy talking about home life experiences. Staff encourage children to act out stories and rhymes, and make good use of some group activities. However, staff have limited knowledge of the stepping stones towards the early learning goals. They generally have low expectations of the children's ability to learn new skills. Staff do not plan a sufficient range of activities across all six areas of learning, though they are keen to access support from the Early Years Development and Childcare Partnership.

Leadership and management are acceptable with some significant weaknesses. The parent management committee are not confident about their roles and responsibilities. They do not monitor or evaluate the work of the staff effectively. The management committee have low expectations of the children's ability to learn new skills. Parents receive some information about the setting, but there is limited reference to the early learning goals. However, parents are pleased with the warm relationships between staff and children. Children are quick to settle into the preschool. Parents value the provision within the community.

What is being done well?

- Children enjoy acting out stories and rhymes.
- Children are confident speakers. They enjoy sharing home life experiences with others.
- Children are well mannered and thoughtful.
- Staff make good use of group activities to develop children's hand eye co-ordination and finger control.

What needs to be improved?

- The knowledge and understanding of the stepping stones and of assessments; and how to use these to influence future planning;
- the long, medium and short term planning to ensure all aspects of the six areas of learning are covered;

- the evaluation and monitoring of the preschool by the management committee.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in personal, social and emotional development. They sit and listen attentively. Children are keen to tidy away, well mannered and take turns. They are beginning to be independent but need more opportunities to take responsibility for themselves and others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children's progress in communication, language and literacy is acceptable with some significant weaknesses. Children respond well to known stories and rhymes. Some are confident speakers who enjoy talking about their home life experiences with others. Children are not learning to recognise or write their own name, do not link sounds to letters or know that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress in mathematics is acceptable with some significant weaknesses. Children are learning to count out loud and on their fingers. Children are not learning about sequences, to match and sort or re-create simple patterns. They can name some two dimensional shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children's development in knowledge and understanding of the world is acceptable with some significant weaknesses. They can build and construct with a purpose. They comment on the weather in discussions. Children are not learning about other cultures and the wider world they live in. They do not often explore and investigate objects and materials using their senses.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's physical development is acceptable with some significant weaknesses. Children move safely around the space they play in. They show good finger control as they enact rhymes. They are learning to catch and throw over short distance but do not have the opportunity to climb, run, and jump or use fine tools often.

CREATIVE DEVELOPMENT

Judgement: Significant Weaknesses

Children's creative development is acceptable with some significant weaknesses. Children use their imagination well in role play and adult led activities. They are not learning to explore their thoughts and feelings through music. Children are not able to use dough and paint freely.

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 staff's knowledge and understanding of the stepping stones and the purpose and use of assessments;
- improve the long, medium and short term plans to ensure all aspects of the six areas of learning are covered;
- establish a system to monitor and evaluate the work of the staff team to deliver the Foundation Stage Curriculum.

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.