



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 102907

DfES Number: 545253

INSPECTION DETAILS

Inspection Date 09/02/2005
Inspector Name Heather Morgan

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Grade Ruan Under 5s
Setting Address Ruan Minor Village Hall
Ruan Minor
Helston
Cornwall
TR12 7JN

REGISTERED PROVIDER DETAILS

Name Grade Ruan Under 5s 1038915

ORGANISATION DETAILS

Name Grade Ruan Under 5s
Address Ruan Minor Village Hall
Ruan Minor
Helston
Cornwall
TR12 7JN

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

Grade Ruan Under Fives has been established for around 30 years and operates from Ruan Minor village hall on the Lizard Peninsula. The pre-school serves the surrounding villages. Accommodation consists of a large hall with kitchen and toilet facilities and children also have access to an enclosed outdoor play area.

A maximum of 20 children may attend the pre-school at any one time. The group is open four days a week during school term times. Sessions are from 09.00 to 11.30 on Mondays and Wednesdays and from 09.00 to 12.00 on Tuesdays and Fridays.

There are currently 10 children aged from 2 to 5 years on roll, 6 of whom are in receipt of nursery education funding. Younger children also attend, accompanied by a parent.

Two staff work with the children, both of whom hold a relevant early years qualification. The pre-school is a member of the Pre-school Learning Alliance and also receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Grade Ruan Under Fives provides good quality care for children.

Staff work hard to create a warm and welcoming environment, but children do not have access to hot water in the washbasins. All regulatory documentation is in place, although one policy requires additional information. Policies and procedures are understood and implemented well by staff to underpin their good practice.

Good attention is paid to the children's safety and security. Staff regularly assess potential hazards within the environment and take appropriate steps to reduce risks to children. For example, they ensure that the kitchen gate is secured to prevent children accessing the kitchen area. Snack times are sociable occasions where children are encouraged to eat healthy foods, such as a variety of fruit, and have opportunities to taste different foods such as noodles, rice and prawn crackers when

celebrating Chinese New Year. Staff have correctly identified that they need to develop their understanding of child protection procedures and have sourced appropriate training to support this.

Staff plan and implement a wide range of interesting and challenging activities that promote children's progress and development. They use their observations of children's progress effectively to plan what they need to learn next. Staff interact well with children and have good strategies for managing children's behaviour. They are calm, consistent and use praise and encouragement effectively to promote and reward good behaviour.

There is an effective partnership with parents. They are well informed about the activities of the group and have good opportunities to participate, for example as parent helpers. Good use is made of regular discussions with parents to ensure that children's individual needs are met and parents are happy with the care their children receive.

What has improved since the last inspection?

The group has made good progress in addressing all the recommendations raised at the previous inspection. Both members of staff have successfully completed relevant qualifications and their implementation of the updated policies and procedures has a positive impact on the care of the children. Regular risk assessment has been used effectively to implement procedures that ensure children are safe and secure and that their individual needs are met.

What is being done well?

- Staff are calm, consistent and use appropriate strategies to manage children's behaviour.
- There is an effective partnership with parents who are well-informed and have good opportunities to participate in the group's activities.
- Staff pay good attention to providing and maintaining a safe and secure environment for children.
- Staff know the children well and pay good attention to meeting their individual needs.

What needs to be improved?

- the policy for uncollected children, to include procedures to be followed in the event of a child being lost
- children's access to hot water for hand washing.

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
2	Extend policy regarding uncollected children to include procedures to be followed in the event of a child being lost.
4	Ensure that children have access to hot and cold water for hand washing.

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

How effective is the nursery education?

Grade Ruan Under Fives provides good quality nursery education overall and children are making very good progress towards the early learning goals in mathematics and physical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a sound understanding of the Foundation Stage curriculum and plan a wide range of activities that interest and challenge the children. They regularly observe and assess children's progress and use this information effectively to plan activities that build on what children already know and can do. Sessions are well-organised and children have opportunities to play individually and engage in group activities. They can choose independently from the resources presented each day but cannot freely access a wide range of materials to initiate activities themselves, for example to design and create imaginative two and three-dimensional artwork or to explore and investigate different resources to find out why things happen and how they work. Staff know the children very well and interact appropriately to enable them to access activities at their own level. They use open-ended questioning effectively and make very good use of spontaneous situations to develop children's learning, for example solving mathematical problems. They have effective strategies for managing children's behaviour.

Leadership and management are generally good. The playleader is a good role model and the staff team work well together. There are some effective systems for identifying the group's strengths and monitoring delivery of the curriculum. There is a good commitment to improvement and staff are supported in accessing appropriate training to develop good practice.

There is a very good partnership with parents. They are well-informed about the activities of the group and their children's progress. Their participation is actively encouraged and has a positive impact on their children's learning.

What is being done well?

- Staff use observation and assessment of children's learning effectively to track their progress along the stepping stones and to identify what they need to learn next; they use this information well to plan activities that build on what children already know and can do.
- Children count and use numbers confidently; staff make good use of spontaneous and everyday activities to encourage children to solve simple, practical problems.
- Children have regular opportunities to access a wide range of resources and activities that develop their large muscle skills, hand-eye co-ordination and

dexterity.

What needs to be improved?

- opportunities for children to choose freely from a wide range of resources and initiate activities for themselves
- opportunities for children to respond to different experiences and express themselves freely and imaginatively
- opportunities for children to explore and investigate different resources to find out for themselves why things happen and how they work.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, settle well and participate enthusiastically in activities. They are developing good concentration skills and are able to maintain interest in group sessions such as story time. They play well together and are developing a good understanding of rules and respect for others, particularly younger members of the group. They can manage some tasks independently but have limited access to a wide range of resources to encourage them to initiate activities for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently to each other, adults and in group situations. They are developing a wide vocabulary, such as learning to 'toss' rather than 'throw' pancakes. They enjoy stories and are beginning to recognise words such as their own name but do not regularly choose to look at books and use them to access information. They enjoy using writing materials to create pictures and attempt writing but do not regularly try to write for different purposes, for example to extend their role-play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have a very good awareness of number and count confidently and accurately. They are able to recognise and sequence numerals, compare groups of objects and add numbers together to find out how many altogether. They use this information to solve practical problems, for example to work out how many cups are needed for everyone to have one. They are able to sort and match objects using different criteria and have a good awareness of shapes and patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children engage in a wide range of activities to develop their awareness of their own and the wider environment. They explore features of the natural world, notice how ingredients change when cooked and investigate how magnets work. However, they do not regularly access different materials to find out for themselves why things happen and how they work. They have opportunities to learn about different cultures and traditions, for example when celebrating Chinese New Year.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children regularly access a wide range of equipment to develop large muscle skills. They are learning to balance and control their movements, for example they run between and jump over puddles, crawl through small spaces such as tunnels and pedal wheeled toys. They are also developing good hand-eye co-ordination and dexterity as they handle small resources such as collage materials, use scissors safely and with increasing control and manipulate small objects using chopsticks.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy singing, dancing and listening to music; they explore different sounds and rhythms, for example clapping along to familiar tunes. They have opportunities to use different materials such as paint, collage and malleable materials but often try to replicate pre-defined pictures and models, rather than expressing their own thoughts and ideas freely. They enjoy role-play but do not always have sufficient time to explore and extend different real-life experiences.

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

- Provide children with more opportunities to choose freely from a wide range of resources, initiate activities for themselves and to find out why things happen and how they work.
- Encourage children to use their imagination to respond to experiences in different ways and to express themselves freely using a wide range of materials.

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.