



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 102847

DfES Number: 524287

INSPECTION DETAILS

Inspection Date	03/11/2004
Inspector Name	Heather Tanswell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Portreath Pre School
Setting Address	The Institute Penberthy Road, Portreath Redruth Cornwall TR16 4LP

REGISTERED PROVIDER DETAILS

Name	Portreath Pre School 1028290
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ORGANISATION DETAILS

Name	Portreath Pre School
Address	The Institute Penberthy Road, Portreath Redruth Cornwall TR16 4LP

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

Portreath Pre-School is a committee run group. It opened over 30 years ago and operates from the Village Institute in Portreath. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 until 11:45 during term times only. The pre-school also offers a lunch club on Mondays and Thursdays extending the sessions to 12:45. All children share access to an enclosed outside play area.

There are currently 21 children from 2 to 4 years on roll. Of these, 8 children receive funding for nursery education. Children come from surrounding towns and villages. The setting currently does not support any children with special educational needs, or children who speak English as an additional language.

The pre-school employs 5 staff. Two staff members have early years qualifications to NVQ Level 2 or 3. Three staff are currently working towards a qualification. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership (EYDCP) and the Pre-school Learning Alliance(PLA).

How good is the Day Care?

Portreath Pre-school provides good quality care for children.

Staff work efficiently as a team to make the premises welcoming, inviting and ready for play. Premises are accessible to wheelchair users. Space and resources are used effectively to support children's play and learning. Children particularly enjoy clambering about cupboards, tables and jumping over broomsticks set up as an obstacle race. Staff hold relevant qualifications and attend additional training days to update their knowledge and skills. Most of the required consents, policies and procedures are in place. Confidential files and folders are kept securely for reference and inspection.

Staff are vigilant about health and safety. They follow good hygiene routines which

they explain to children. Comprehensive risk assessments are fully implemented and reviewed regularly. However, arrangements for giving and seeking medical treatment or first aid are inadequate. Staff are trained to recognise and manage concerns affecting children's welfare and development. Children are offered a plentiful supply of fresh fruit and regular drinks throughout the session.

Staff plan and present a broad range of interesting activities adapted to meet a range of needs. Children are given time and encouragement to follow up and develop their own ideas. Children set up their own sandwich delivery round from the role-play bakers shop. They look at reference books and a globe to find out where, on earth, they live and visit on holiday. Staff respond with enthusiasm and good humour. Children are keen to be involved and help set up and tidy away. They behave well and demonstrate a high degree of self discipline. For example, they explain rules to each other and put away tools as soon as they have finished without being reminded by an adult.

Parents receive a comprehensive welcome pack. Aims, policies and procedures are clearly stated. Parents are invited to look at displays of children's work and take home examples.

What has improved since the last inspection?

At the last inspection the setting agreed to; ensure all staff were vetted through Ofsted; provide evidence that food preparation areas conformed to local authority health and food safety regulations; provide evidence of a letting agreement; ensure toilet doors could be opened by an adult from the outside in an emergency; ensure copies of fire officers recommendations and reports are kept.

All new staff now undergo suitability checks through Ofsted. The setting has registered the premises with the local authority Environmental Health Department. The hall management committee has not provided a copy of the letting agreement although they have been asked. Locks on toilet door have been changed so that they can be opened from outside in an emergency. Copies of fire checks are now on display for inspection by all users of the hall.

What is being done well?

- The setting is very well organised. There is a comprehensive operational plan which details the aims, policies, procedures, daily routines and management of the setting. Staff have clear roles and responsibilities detailed in the daily planning sheets. Flexible staffing arrangements ensure children are fully supported, their ideas and interests valued and used to enhance their day.
- Activities are interesting and well-planned. Staff make very effective use of the resources, furniture and equipment they have to stimulate and support children's play and learning. Additional materials are brought in to make the role-play area more realistic. For example, the bakers shop was equipped with flour, water, loaves, scales, labelled and priced sandwiches, shopping bags and baskets etc. As a result, children were quick to extend adult led

play by bringing in their own ideas based on home-life experiences, acting them out and involving others.

- Staff are very good role-models. They involve children in routine tasks such as tidying away and setting up equipment. They are well-mannered and treat children with great respect. As a result, children are keen to co-operate and know the rules.

What needs to be improved?

- the written record of consent from parents to give or seek emergency medical treatment or advice
- the training of staff, to ensure at least one person with a paediatric first aid qualification is on the premises or on outings at any one time.

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.)

Since April 2004, Ofsted have not received any complaints about this provider.

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.
7	Implement the action plan detailing how at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time.

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

How effective is the nursery education?

Portreath Pre-school provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, as well as physical and creative development is particularly well-planned and they make very good progress in these three areas.

The quality of teaching is generally good. Staff plan a variety of practical activities and understand what children learn from them. They arrive early to set up ready and make imaginative use of resources to provide a stimulating learning environment. Staff manage the children very well and have good relationships with them. They are very good role-models and treat children with great respect which encourages children to be helpful and well-behaved. Planning and assessments are not directly linked to the stepping stones towards the early learning goals. Daily routines are not used effectively.

The leadership and management of the setting are generally good. The well-established team of staff work very well together to implement the curriculum. The manager ensures all staff are clear about their roles and responsibilities by presenting detailed plans of the layout, routines, activities and learning intentions. They share information about children's achievements and what activities have gone well. They do not collaborate during the initial stages of planning.

The partnership with parents is generally good. They receive a very informative welcome pack on entry to the setting. Notice boards keep parents up to date with planned activities, forthcoming events and management issues. Parents spend time looking at displays of their children's work and talking informally to staff. Children's records of achievement, linked to the early learning goals, are not shared with parents routinely. This leads to some parents being unaware of their purpose and use in making good links with their children's learning at home.

What is being done well?

- Staff have high expectations of children's behaviour. They set very good examples for children through what they say and do. Staff respond with delight and wonder as they help children experiment with materials in new ways. For example, will a lighted candle sink or float in water? They are fully involved in activities and respond positively to children's ideas and interests. As a result children pick up on their enthusiasm and want to be involved.
- Children are very well behaved and show high levels of independence and self-discipline. This has a positive effect on their attitude to learning, their progress and relationships with others. Children take turns and co-operate to complete complex tasks for themselves. They act out adult led scenarios and develop story-lines of their own. Every child gets fully involved with setting up

and clearing away making sure they make room for each other to pass by safely.

- Staff work very well as a team to implement the curriculum. They arrive very early to set up and go through the days layout and learning intentions together. They all know exactly what they are expected to do and get on with it.

What needs to be improved?

- the planning and organisation of daily routines to introduce and re-enforce learning
- the partnership with parents to encourage the links with learning at home and their knowledge of their children's achievements
- the link in planning and assessment to the stepping stones toward the early learning goals

What has improved since the last inspection?

At the last inspection the group was asked to; consider whether the routine makes best use of time available; extend staff's knowledge and understanding of the stepping stones towards the early learning goals; develop the record keeping systems to reflect children's ongoing progress; extend the programme for large physical development; and use existing planning activity sheets to focus on a variety of learning areas.

The daily routine has been changed to allow children more time to explore the activities set out for them before clearing the room away to make ready for other users.

All staff have been issued with a copy of the Curriculum Guidance for the Foundation Stage. Although activities are well planned and differentiated they are not linked to the stepping stones. Staff are not involved in developing plans at the initial stage and therefore not improving their knowledge by using the guidance for themselves.

Staff now record observations of children's learning and transfer achievements to "I Can Do" statements. Individual targets are set but are not yet effectively used to influence short term plans.

Children now benefit enormously from the range and type of physical activities on offer each day.

Learning intentions are now linked to a number of activities and rely less on art and craft. The role play area is very well used to encourage learning in all areas of the curriculum.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are learning to respect themselves and the needs of others. They know the rules and explain them to each other. They behave well and are keen to set up and help tidy away. Children initiate and develop their own activities. They follow through routines on their own, showing a very good awareness of how to work safely and independently. They chose between activities and take care of their personal needs for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children display an evident enjoyment of books and magazines and handle them carefully. They listen with interest and make up their own stories as they look at pictures. They talk confidently about their feelings and describe and enact imagined experiences in role play. They spot their own name cards and are beginning to form recognisable shapes and letters. However, routines are not used effectively to introduce children to phonic sounds and letter shapes. Children do not label their own work.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use numbers to complete games, rhymes and count up to ten and back again. They recognise patterns on dice and use their knowledge to proceed through games such as snakes and ladders. They complete dot-to-dot pictures by correctly sequencing numbers 1 to 10. Children enjoy songs that encourage familiarity with numbers and the language of maths. Numbers are rarely linked to their numeral. Routines are not use effectively to encourage children to calculate how many more or less.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate a wide range of materials using all of their senses. They show particular interest in the properties of flour and water. They gasp with excitement as they experiment to find out if a lighted candle will float or sink in water. Children are competent users of technology. They are not exploring the local environment regularly. As a result, children do not recognise some common features of the weather.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Indoors, children are set a variety of challenges to develop their physical skills. They carry awkwardly shaped and heavy resources and equipment about the room as they help to set up and tidy away. They handle equipment, fine tools and materials safely. They make space for others to jump into, get by easily and sit down with them. They balance along cupboards, jump down from tables and over broomsticks and crawl through and under furniture. They move freely and with imagination to music.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enthusiastically join in role play. They draw on their own experiences as they act out roles in the bakers shop. They introduce their own storylines and involve others in their play. For example, by filling a basket with bread and setting up a sandwich round, visiting everyone in the room in turn. This is largely due to how well staff resource the activity with real props. Children use a range of craft media to express their own ideas and make decorations ready for special occasions.

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

- improve the planning and organisation of daily routines to introduce and re-enforce learning through meaningful activities
- evaluate the methods used to keep parents well-informed about their children's learning, to ensure that appropriate targets are set for children and that both the provision and parents know about them and can continue to work together to teach and support their 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.