



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 102798

DfES Number: 513884

INSPECTION DETAILS

Inspection Date	28/04/2004
Inspector Name	Mary Dingley

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Crafthole Pre-School
Setting Address	Sheviock Memorial Hall Crafthole Torpoint Cornwall PL11 3DF

REGISTERED PROVIDER DETAILS

Name	The Committee of Crafthole Pre-School
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ORGANISATION DETAILS

Name	Crafthole Pre-School
Address	Sheviock Memorial Hall Crafthole Torpoint Cornwall PL11 3DF

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

Crafthole Pre- school opened in approximately 1979. It operates from two rooms within the village hall of Crafthole. It is situated about six miles from Torpoint town. The pre-school serves the local rural community and the Torpoint area.

There are currently 21 children aged 2½ to 5 years on roll. This includes 11 funded 3 year olds children and four funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens for five sessions a week during term time. Sessions are from 09.30 until 12.00.

Two full time and one part time staff work with the children. The person in charge has an appropriate early years qualification. Over half the staff have early years qualifications to NVQ level 3. The setting receives support from a teacher/mentor for the Early years Development and Childcare Partnership as well as from the local school.

How good is the Day Care?

Crafthole Pre-School provides good care for children. Good procedures are in place for appointing staff. However, due to recent changes to the committee, some members have not undergone the required vetting procedure. Good use is made of staff, resources and available space to support children's learning. There is a high staff ratio and children are able to move freely between activities. A welcoming environment is provided for parents and children with photographs of activities available, children's work on display and an information board in the entrance hall. This assists in overcoming any initial barriers for new families. Children are able to choose from a good, interesting and well presented range of resources and activities, and are therefore fully occupied. All required policies and procedures are in place which assists in the smooth running of the provision.

Staff have a good awareness of safety issues and take steps to ensure children's

safety at all times. For example, hot drinks are not allowed near the children and the front door is locked during operational hours. Sick children are cared for appropriately and sensitively. Staff show a high regard for children's individual needs and ensure all children are included. They show respect for children and teach children to respect each other. Staff have a good understanding of their responsibilities around child protection issues and would take any necessary action if required.

Children are happy and confident within the setting and play well together. Their independence and confidence are promoted through everyday activities such as helping with snacks and making choices. Children's behaviour is exemplary. This is promoted through the staff's calm and positive approach.

Good information is available to parents through an operational plan containing details about the setting. The setting has a good relationship with parents who provide very positive written and verbal feedback.

What has improved since the last inspection?

At the last inspection the group agreed to ensure the complaints procedure includes the name, address and telephone number of the regulator; ensure the child protection policy includes a procedure to be followed in the event of an allegation being made against a member of staff or volunteer and obtain written permission for the seeking of any necessary emergency advice or treatment. The first two have been completed which helps to ensure parents or carers are able to confidently raise any issues or concerns, and the setting takes all steps to ensure the safety of children. The last point has been partly completed but would benefit from rewording to be in line with the national standards and associated guidance.

What is being done well?

- Children's behaviour is exemplary. Staff focus on good behaviour and whenever possible ignore unacceptable behaviour. They have a calm and positive approach to the children.
- Children's independence and confidence are continually promoted through everyday activities. They are happy within the setting and fully aware of their routines and boundaries.
- Staff show a high regard for children's individual needs. Children are valued and respected and in turn taught to respect each other and staff. Good manners are encouraged.

What needs to be improved?

- the arrangements for ensuring all committee members are familiar with the national standards and associated guidance, and undergo the vetting procedure, in line with these documents.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
1	Ensure all committee members are familiar with the National Standards and associated guidance and undergo the vetting procedure as required.

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

How effective is the nursery education?

Crafthole Pre-School provides high quality nursery education overall which enables children to make very good progress towards the early learning goals. They are making very good progress in all areas.

The quality of the teaching is very good. Children's behaviour is exemplary. Staff have a positive approach to this area and promote a calm and consistent environment. The sessions are well organised and planned to take account of children's differing needs and abilities. Children are presented with a wide and interesting range of activities. The outdoor area is used well to promote children's physical development and knowledge of the natural world. Older children are presented with challenges in their play through open ended relevant questions. Planning is detailed and well organised. Although staff are fully aware of children's individual abilities, formal assessments of their progress are not recorded. This may reflect on staff's ability to assess how children are progressing through the early learning goals.

The leadership and management of the pre-school is very good. Staff work well as a team and are fully aware of their roles and responsibilities. The supervisor has introduced staff appraisals which are used to maintain standards as well as inform future developmental needs for staff. Staff are constantly reviewing and evaluating the service offered. Planning has recently been altered to show more detail and work in line with the stepping stones and early learning goals.

The partnership with parents and carers is very good. Good general information about the setting is available. Parents are involved to some extent in the planning of activities. There are opportunities for parents to extend the activities at home with their children. Daily informal talks between staff and parents are encouraged. Parents provide very positive written and verbal feedback.

What is being done well?

- Children's behaviour is exemplary. Staff manage this area very well by using a positive approach. They give children clear and consistent boundaries and help them understand the impact of unacceptable behaviour on others. Their calm and polite manner sets a very good example for children.
- Children are very well occupied. They are presented with a wide, interesting and challenging range of activities, situations and resources. Staff are aware of how children learn and develop and organise sessions appropriately.
- Parents are kept very well informed of their child's progress. They are involved in planning the settings activities and encouraged to extend these at home with their children. Formal and informal discussions are encouraged between staff and parents thus maintaining the valuable link between

pre-school and home.

- Through effective leadership and management, staff work very well as a team, being fully aware of their roles and responsibilities. This contributes to the smooth running of the sessions and ensures children are presented with good learning opportunities.

What needs to be improved?

- the use assessments to ensure they are more formalised and used to move children on to the next stage of learning.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have introduced a number of effective measures to improve parents involvement in their children's learning. This was a key issue raised at the last inspection. Parents and carers now have some input into the planning of activities. They are provided with information about how parents may extend activities at home. Informal daily discussions between staff and parents are encouraged and formal yearly parent sessions have been established. All this promotes a valuable link for the children between pre-school and home.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. They are able to choose between activities and select their own resources. Most older children are able to clearly express their wishes to staff. Children play well together and are able to take turns, being polite and considerate to each other and staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children have very good communication skills. They are all keen to talk to staff and discuss significant events. Older children have a very good range of vocabulary such as reflection, wife, married. Children have good opportunities to engage in independent writing in role play and planned activities. All children show an interest in stories and are able to recall parts of them and link them to previous activities and topics.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have a good understanding of positional language and are able to carry out instructions in relation to this. The older children work out differences in size or length by deduction. For example they are aware that if more children stand in one line then that line is longer than the other one. Some older children are able to count independently, from a distance, using a finger to point at the objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Older children are able to discuss, with confidence, different objects like a tea pot or packet of biscuits. They comment on shape, texture, colour, its use. All children are aware of the changing, living environment. Of particular interest are snails and bees. They are aware that snails leave a silvery trail when they move. Some children are able to construct a model referring to the picture provided.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have good opportunities to develop their physical skills both indoors and outdoors. Activities are planned to include running, balancing, crawling, stretching. They are aware of respecting each other's space. Older children are adept at playing co-operatively and supporting each other. Children are happy and confident in using small tools like scissors and rolling pins. They enjoy the feel of different malleable materials.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy imaginary play whether adult or child led. They also join in enthusiastically with music to movement and particularly enjoy moving like a snail as that is the current topic. All children are able to distinguish between the different sounds musical instruments make and some image the sound to be like certain animals or machinery. Photographs demonstrate that children enjoy exploring all their senses. The outdoor play area lends itself to good imaginary play.	
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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- formalising assessments and using them to inform planning, showing how children are moved on to the next stage of learning.

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.