



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 102860

DfES Number: 517342

### INSPECTION DETAILS

Inspection Date 15/11/2004  
Inspector Name Linda Janet Chauveau

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St Day & Carharrack Pre-School  
Setting Address St Day & Carharrack Community School  
School Hill, St Day  
Redruth  
Cornwall  
TR16 5LG

### REGISTERED PROVIDER DETAILS

Name St Day & Carharrack Pre School 1028488

### ORGANISATION DETAILS

Name St Day & Carharrack Pre School  
Address St. Day & Carharrack Community School  
Burnwithian, St. Day  
Redruth  
Cornwall  
TR16 5LG

## 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

St Day and Carharrack Pre-school is a committee run group. It opened in 1982 and operates from the Community Room, plus access to the school hall, in St Day and Carharrack Community School. It is situated in the village of St Day, in Cornwall. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 until 11:45 during term times only. All children share access to an outside play area.

There are currently 13 children from 2 to 5 years on roll. Of these four children receive funding for nursery education. Children come from the village and surrounding rural locations.

The pre-school employs four staff. Over half the staff have early years qualifications to NVQ level 2 or 3. One staff member is currently working towards a qualification. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-school Learning Alliance (PLA).

### How good is the Day Care?

St Day and Carharrack Pre-school provides good care for children.

This is a well organised group where children are cared for by a suitably qualified staff team. All staff are clear about their roles and responsibilities within the group, which ensures its smooth operation. Good use is made of the space to provide a well laid out and stimulating environment. A variety of well presented toys and resources support the activities offered. Comprehensive documentation is in place however, this is poorly organised and not easily accessible to parents.

Staff have a good understanding of safety issues. They supervise children well both inside and out, where extra care is taken, as children do not have access to an enclosed play area. Staff are active in promoting health and hygiene and children

learn the importance of this through their daily routines. The manager has an adequate understanding of child protection issues, but not all staff demonstrate confidence in all aspects. A child protection procedure is available but requires up-dating. Staff address children's individual needs well and have appropriate systems in place to support children with additional needs.

Children are happy and well supported in the group. They are learning the daily routines and are keen to participate in group activities such as circle time. Staff plan a stimulating, age appropriate curriculum which enables children to develop and progress. Children are proud of their achievements. Staff use praise and encouragement to build children's self-esteem and confidence. They involve themselves in children's play and interaction is very good. This influences children's behaviour, which is good.

The pre-school has good relationships with parents, who are happy with the care provided. Children's progress is reviewed on a termly basis and on-going information is given to parents about topics covered at the group. An informative prospectus is available to parents new to the group.

#### **What has improved since the last inspection?**

At the last inspection the group was asked to improve children's health and safety procedures. This has been done by the implementation of: risk assessments, procedures to cover outings and the care of sick children, record keeping systems for accidents and the administration of medication and the hygiene in toilets and the food preparation area.

#### **What is being done well?**

- The pre-school environment is good. Staff make effective use of the space available to present children with a varied range of well-planned and resourced activities.
- Staff manage children's behaviour well. They set good examples and enjoy spending time with children. They use appropriate methods to encourage children's good behaviour. This develops children's confidence and self-esteem.

#### **What needs to be improved?**

- the child protection policy and staff's knowledge and understanding of child protection issues
- the systems for sharing operational policies and procedures with all parents.

**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
12	Ensure that information for parents relating to the operational policies and procedures of the group is easily available and accessible.
13	Ensure that the child protection procedure for the playgroup complies with local Area Child Protection Committee (ACPC) procedures and is based on the procedures laid out in the Government booklet – "What To Do If You're Worried A Child Is Being Abused – Summary", and develop staff's knowledge and understanding of child protection issues

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

### How effective is the nursery education?

St Day and Carharrack Pre-school offers good quality education overall. Children are making very good progress towards the early learning goals in personal, social and emotional development, knowledge and understanding of the world, physical and creative development. They are making generally good progress in communication, language and literacy and mathematical development. The indoor space and resources are organised well to provide an interesting learning environment.

The quality of teaching is generally good. Staff manage children's behaviour well and have high expectations of them. Children have very good relationships with staff and each other. Comprehensive planning enables staff to offer a curriculum for children covering the six areas of learning. The outside play area is used regularly, however, plans do not show how this time will be used to support children's learning. The staff team carry out developmental observations on children which are used to plan individual progress targets. More able children are provided with extension activities but plans do not indicate this.

The quality of leadership and management is generally good. A small but supportive management committee run the group. The staff team is committed and aware of its roles and responsibilities. The staff's knowledge and experience ensures the effective operation of the group. All staff are willing to seek training and support from other professionals to promote good quality care and education for children.

The partnership with parents is generally good. Parents spend time talking informally with staff and are kept informed about curriculum plans through termly topic and activity sheets. The information available to parents regarding the operational procedures of the group is less well-presented. Parents are encouraged to extend children's learning by sharing books brought home from the group and by meeting with staff on a termly basis to discuss children's progress.

### What is being done well?

- Children's personal, emotional and social development is very good. Children are developing confidence and self-esteem. They enjoy contributing their thoughts and opinions in group discussions. Staff work to develop children's sense of their community by discussions about local family life.
- Children's creative development is promoted effectively, through a range of planned and free choice activities. Children enjoy exploring a variety of media, singing songs and rhymes from memory and developing their imaginations through role play experiences.
- Staff make good use of time, space and resources to ensure that children have access to a balanced and worthwhile range of activities.

**What needs to be improved?**

- the staff's use of mathematical language during daily routines, to introduce concepts of size, position and calculation
- the opportunities for children to make links between the initial sounds of words and letters.

**What has improved since the last inspection?**

Generally good progress has been made since the last inspection. Parents now receive good written information about the early learning goals. They complete an initial entry profile in order to share with staff what they feel that their child knows and can do. Staff review this once the child has settled into the group. Though there are some opportunities for children to solve mathematical problems at snack times, staff are not always using everyday routines to introduce the concepts of calculation and measurement. While staff use name cards and weather charts to introduce the concept of linking sounds to letters, they do not reinforce this learning during the daily routines and by individual interaction with children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing confidence and self-esteem at the group. Staff know children well and are sensitive to their needs. Children are becoming independent and learning to take care of their personal needs, such as washing their hands and putting on their coats. They are able to make choices and choose between activities. Children behave well and are starting to learn pre-school routines.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are becoming confident communicators. They enjoy participating in group times when they enthusiastically contribute their thoughts. They listen to stories and enjoy sharing books with staff. A range of posters and notices around the room make children aware that print carries meaning. Children are able to recognise their first name. They have opportunities to develop mark making skills. Staff are starting to make links between sounds and letters but this is not sufficiently developed.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff introduce the concept of number through counting activities, songs and rhymes, such as "Five Fat Turkeys". Children are able to sort and compare groups of numbers in planned activities. Many children are competent in recognising a variety of 2-dimensional shapes. Staff introduce measurement and capacity in planned cooking activities. Staff do not fully utilise mathematical language during everyday routines to reinforce children's awareness of size, position and calculation.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned activities help children notice changes that occur, such as kneading flour, oil and water to make chapatti dough, or by mixing glitter with water. They are able to operate simple equipment such as torches and walkie-talkies. They make tracks and models using construction kits and recycled materials. Staff encourage discussions about the weather and environment. Good provision is made to teach children about families with different lifestyles that live in the local community.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy a range of physical challenges outdoors and when using the school hall. They negotiate obstacle courses, when staff support them in trying out new skills, such as hopping, rolling and slithering on balance beams. Outside they manoeuvre bikes and throw bean-bags into targets. Staff discuss changes in bodies, such as getting hot after strenuous activities and the need to rest to recover. Children are developing competence in using small tools such as brushes, pencils and spoons.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy using their senses to explore a variety of media, such as wet sand, breakfast cereals in road tracks and mixing dough. They enthusiastically sing songs from memory, such as "Twinkle Twinkle Little Star", and tap out rhythms using percussion instruments. Indoor role play is supported by a good variety of props. Children draw on their imaginations as they play in a "tent" with torches. Staff offer support to develop ideas when making a list to take to the shops.

**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**

- increase staff's use of mathematical language during everyday routines, to introduce and reinforce concepts of size, position and calculation
- develop opportunities for children to make links between the initial sounds of words and letters.

*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.*