



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY261851

DfES Number: 516947

INSPECTION DETAILS

Inspection Date	11/10/2004
Inspector Name	Nicola Jayne Pascoe

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Mylor Bridge Pre-School
Setting Address	The School Room, Comfort Road Mylor Bridge Falmouth Cornwall TR11 5SE

REGISTERED PROVIDER DETAILS

Name	The Committee of Mylor Bridge Pre-School Committee
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ORGANISATION DETAILS

Name	Mylor Bridge Pre-School Committee
Address	The School Room Comfort Road Mylor Bridge Cornwall TR11 5SE

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

Mylor Pre-school was registered to provide day care in 1971. It is situated in Mylor village, near Penryn. It operates from the newly refurbished chapel school room. The pre-school serves the local and surrounding areas.

There are currently 13 children from 2 to 5 years on roll. This includes 7 funded 3 year olds and 2 funded 4 year olds. Children attend for a variety of sessions. The setting does not currently have children attending who have special needs or an additional language, but has supported such children in the past.

The group opens five days a week during school term times. Sessions are from 8:30 until 12:25.

Seven part-time staff work with the children. Most staff have early years qualifications to NVQ level 2 or 3. There are two staff currently working towards a recognised early years qualification. The setting receives support from an advisory teacher from the Cornwall Early Years Development and Childcare Partnership (EYDCP) and Pre-school Learning Alliance (PLA).

How good is the Day Care?

Mylor Pre-school provides good standards of care for children. Most staff members have early years qualifications and appropriate experience. An effective operational plan is in place, however, children are not always grouped well to support the individual needs of younger, less confident and older, more able children. The environment is bright, child-centred and spacious. Clever use is made of storage units and display boards to create areas for different types of play. All required documentation is stored securely and is readily available for inspection.

Written risk assessments and fire procedures are followed to maintain high levels of safety within the setting. The premises are kept secure. Over half of the staff hold a current first aid certificate. Staff follow high standards of health and hygiene practice. Healthy eating habits are promoted and children access drinking water freely as

required. Resources promote children's understanding of equality, however there is a lack of visual displays which depict the diverse range of people in the community and insufficient provision for children with English as an additional language. Staff demonstrate confidence in their ability to follow child protection procedures appropriately.

Children enjoy a broad and balanced range of interesting and stimulating activities. Particularly effective use is made of the outdoor play area. The environment is suitable for children with special needs and staff demonstrate an ability to provide appropriate levels of support to such children. Staff are good role models, they use positive methods and age appropriate methods of behaviour management.

Parents are encouraged to be actively involved. Sufficient levels of information is obtained from and shared with parents. Information is shared through a variety of informal and formal methods. Confidentiality is respected and maintained.

What has improved since the last inspection?

The setting has made good progress since the last inspection, when they were required to ensure that all staff and regular volunteers obtain clearance of suitability and keep records of their qualifications for inspection. The outdoor play area was required to be made safe. The Environmental Health and Food Safety regulations were to be met, a no smoking policy, sick child policy, operational plan for outings and a revision to the complaints procedure were to be implemented.

The staff and committee now hold records of confirmation of suitability and records of qualifications. The outdoor play area is safe and secure. The recommendations of the Environmental Health Officer have been met. An operational plan for outings, a sick child policy and a no smoking policy have been implemented and the complaints procedure has been revised appropriately.

What is being done well?

- The newly renovated pre-school premises are bright, spacious and child-centred. Children's work is displayed well for all to enjoy and effective use of low storage units and display boards create suitable areas for a wide variety of activities. Parents are provided with an area close to the entrance foyer, where additional information is displayed. Children are able to develop independence when accessing the toilet facilities, resources, equipment and refreshments. Particularly good use is made of the recently developed outdoor play area, where children explore nature, grow fruit, sunflowers and vegetables. They use this area daily, to develop their physical skills.
- Staff are good role models. They are calm and consistent in their approach to managing children's behaviour. They use age appropriate and positive methods and provide good levels of support and encouragement. Children are polite and respectful to others. They take turns and share fairly, they follow agreed codes of conduct to ensure that all have equal access to the range of resources, in particular the new computer which is extremely

popular.

- The committee are actively involved and provide good levels of support to staff. Effective systems have been developed to ensure that all required documentation is updated regularly and stored securely. Children's health and progress records are shared appropriately with parents.

What needs to be improved?

- the grouping of children to ensure that children of differing ages and abilities receive appropriate levels of support.
- the provision for children with English as an additional language, to ensure this is acknowledged and valued, in order that they receive appropriate levels of support and extend the range of visual displays which depict the diverse range of people in the community.

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	Plan to group children appropriately to ensure that older more able children are sufficiently challenged and younger children are encouraged to integrate.
9	Actively promote the recognition and inclusion of children with additional languages and extend the range of visual displays, which depict the diverse range of people in the community.

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

How effective is the nursery education?

Nursery education at Mylor pre-school is acceptable and children are making generally good progress towards the early learning goals in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world and physical development. Progress in creative development is very good.

The quality of teaching is generally good. Staff are familiar with the curriculum for the foundation stage. They plan a wide range of interesting and enjoyable activities for children. Staff know children well and practise effective methods to support children to learn. Staff explain what is available at the beginning of the session to enable children to consider their choices. Staff are good role models and are competent in recording clear and useful observations of children's progress and achievements. However, effective use is not made of daily routines to promote some aspects of literacy, mathematics and physical development. Children's individual assessments do not identify specific learning intentions, which can be linked to future activities in order to provide sufficient opportunities to challenge older, more able children.

The leadership and management of the setting is generally good. The committee are very supportive. Advice is welcomed from early years organisations and parents, and is used to improve standards of care and education. However, the staff appraisal system is not used effectively to monitor and evaluate the provision of nursery education.

Partnership with parents is generally good. Staff actively encourage parents to be involved in their child's learning. Children bring in items and take resources home, to support pre-school themes. Information from parents is obtained to establish what children know, understand and can do on entry to the setting. Staff share regular information with parents regarding children's progress and achievements, through both formal and informal methods.

What is being done well?

- The committee and staff are supportive of one another and show high levels of commitment to the further development of the pre-school setting. They work closely with the local early years organisations and the village primary school to ensure consistency for children, and to enable a smooth and comfortable transition for children moving to school. Much effort has been put into the provision of a stimulating and rich environment for children, in particular to the recent development of the outdoor play area.
- Children make good use of a wide variety of materials with which to express themselves creatively. They have daily opportunities to use dough, paint, construction and musical instruments. Regular use is made of the newly completed outdoor play area, to explore living things, the changes in the

weather and to develop physical skills. Planned activities are often delivered in the outdoor area.

- Children are happy and confident. They have formed strong and trusting relationships with adults and other children. They enjoy good opportunities to develop their personal independence, through free access to the wide range of tools and resources stored in low, clearly labelled drawers, access to labelled coat pegs and freely accessible toilet facilities. Children are able to listen and concentrate well at whole group time, participating enthusiastically when appropriate.

What needs to be improved?

- the use of daily routine activities to enable children to develop their skills in the recognition and use of letters and their associated sound; problem solving; and promoting their awareness of why following good standards of health and hygiene has a positive impact on their well-being.
- the methods with which to promote and value children's written work.
- the use of staff appraisal system to monitor and evaluate the provision of nursery education
- the identification of specific individual learning intentions, which should be reviewed regularly and linked to future planned activities to provide children with sufficient challenge.

What has improved since the last inspection?

Progress since the last inspection has been generally good. Children are now able to freely access and select from a range of equipment and materials, with which to communicate their feelings and express their ideas, such as craft, art, music and movement. Parents now complete an initial child profile, to establish individual abilities on entry to the setting and children's assessments are now shared formally with parents each term. However, children do not yet participate in sufficient opportunities to learn the shapes and sounds of letters. Information from assessments are not used effectively to plan future learning opportunities to ensure progression for all children and in particular sufficient levels of challenge for older more able children. There continues to be insufficient emphasis placed on promoting children's skills in simple problem-solving, through practical, everyday situations.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children enter the setting and leave their carer confidently. They have developed high levels of independence and are familiar with daily routines. Children are able to share and take turns when using toys and equipment, they use an egg timer to monitor the use of the new computer to ensure all children have equal access. They have high levels of concentration during activities and they listen and respond well during whole group time. Children are well behaved, respectful and polite.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate well, they are expressive in their body language and demonstrate good use of their language skills. They are able to negotiate with other children. They paint and chalk freely and are competent in their use of small tools to make marks. Some children are able to write their name. They participate in daily opportunities to recognise their own name and those of others. However, they do not associate letters to sounds, routinely label work or have their written work displayed.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count regularly and can establish the number of children attending. They associate numbers with numerals and objects. Children explore simple calculation through number rhymes, they match shapes and compare and sort 'big' and 'little' objects. They make good use of positional language during daily routine activities, talking about how they have climbed up, over, under and behind. However, children do not receive sufficient opportunities to use mathematics to solve simple problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore their local environment, they grow fruit and vegetables and hunt for snails in the garden. They make good use of the outdoor area to learn and have fun, splashing in puddles, observing the weather and monitoring changes. Children draw a plan of and make 3D models of the local homes and shops. They are skilful in their use of IT equipment and observe the passing of time using an egg timer and birthday chart. They are developing an awareness of their own and different cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children participate in a wide range of opportunities to promote the development of their physical skills. They make good use of the indoor and outdoor environment to climb, balance and slide, ride bikes, skip, run and jump. Children move safely and purposefully. They practice good standards of health and hygiene, but do not receive sufficient explanation of why this practice is important. Children use a range of small tools and equipment, such as scissors and junior hack-saw with skill.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use a wide variety of materials with which to express themselves creatively. They design and build 3D models of their home, paint freely, manipulate and shape dough and create collage. They enjoy role play, dressing-up and music and movement. They make particularly good use of the outdoor play area to develop and explore their senses fully, touching the shell mosaic, splashing in puddles, smelling the flowers, eating the fruit and vegetables and hunting for snails.

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

- make effective use of daily routine activities to enable children to develop their skills in the recognition and use of letters and their associated sound; problem solving; and promoting their awareness of why following good standards of health and hygiene has a positive impact on their well-being.
- develop the methods with which to promote and value children's written work.
- improve the use of staff appraisal system to monitor and evaluate the provision of nursery education
- extend the identification of specific individual learning intentions, which should be reviewed regularly and linked to future planned activities to provide children with sufficient challenge.

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.