



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 102770

DfES Number: 520017

### INSPECTION DETAILS

Inspection Date	24/05/2004
Inspector Name	Nicola Jayne Pascoe

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Perran-ar-worthal Pre School
Setting Address	The Village Hall Perranwell Station Truro Cornwall TR3 7LA

### REGISTERED PROVIDER DETAILS

Name	The Committee of u/a
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### ORGANISATION DETAILS

Name	u/a
Address	u/a , u/a

## 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

Perran-ar-worthal Pre-school opened in 1963. It operates from purpose built accommodation in Perranwell Village Hall. The pre-school has an enclosed outside play area. Children attend from the local and surrounding areas.

There are currently 28 children from 2 to 5 years on roll, this includes 5 funded 3 year olds and 14 funded 4 year olds. Children attend for a variety of sessions each week, including full day sessions. None of the children who attend have English as an additional language. The pre-school is not currently supporting children with special needs, but has done so in the past.

The group opens 5 days a week during school term times. Sessions are from 09:00 until 11:30, there is a lunch club operating from 11:30 until 12:30 and another session from 12:30 until 15:00.

5 part time staff work with the children, over half of whom have early years qualifications, 1 member of staff is currently attending relevant training. The setting receives the support of a qualified teacher from the Early Years Partnership and is a member of The Pre-school Learning Alliance.

### How good is the Day Care?

Perran-ar-worthal pre-school provides satisfactory standards of care for children. Suitably qualified and experienced staff are employed. Appropriate adult to child ratios are maintained. The registration systems do not contain sufficient details. There is a lack of continuity of practice, due to three managers working in the setting at different times. The environment is bright; children's work is displayed effectively in the main playroom. However, there are no suitable areas for children to rest or for staff to take breaks. Children are provided with a wide range of age appropriate and interesting toys, resources and equipment. Documents are organised, but there is no provision for confidential discussion with parents.

Staff follow effective procedures for fire safety. Security of the premises is monitored

well. However, the garden area is not secure. All staff have attended appropriate first aid training. However some health requirements are not met, medication records have not been shared appropriately with parents, and children wash their hands in a shared bowl of water. Children are provided with healthy and nutritious snacks and packed lunches are stored and served appropriately. Children have free access to all resources and there are sufficient opportunities to promote a positive awareness of people's differences. Staff are familiar with the Special Educational Needs Code of Practice and are confident in their ability to follow child protection procedures.

Children are enthusiastic and eager to learn. They enjoy many exciting activities, which supports their learning. However, staff do not use children's assessments effectively. Good behaviour is encouraged, but staff are not consistent in their management of children's behaviour.

Sufficient levels of information are recorded and shared with parents. Information is displayed on the notice board however, the entrance foyer is not entirely suitable or welcoming to parents and children.

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

At the last inspection the setting agreed to prevent children access to the fridge, remove cleaning materials from the children's toilets, provide parents with information regarding the provision of packed lunches and develop a complaints procedure which includes all required information.

The setting has fitted the fridge with a safety lock, moved the cleaning materials to a storage cupboard, included information regarding the provision of packed lunches into the welcome pack and have developed an updated complaints procedure, which is displayed on the parent notice board.

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

- Children have access to a wide range of age appropriate toys, resources and equipment. They are able to choose freely from the range available from the low storage units and open shelving. Staff provide an interesting range of additional resources to ensure that children are able to experience the visual delights of growth and change fully, through use of practical activities. Caterpillars, a wormery, stick insects and a moth cocoon are available for children to inspect with adult supervision. They use a variety of real fruit and vegetables to enhance their exploration and play.
- Children enjoy a range of healthy and nutritious snacks. Their individual needs are identified and met. Packed lunches are stored and served appropriately, staff use tablecloths, plates and cups. Children are able to access drinking water throughout the session. All staff hold basic food hygiene certificates and ensure that children enjoy regular opportunities to participate in cooking activities. Children particularly enjoy making fruit kebabs.

**What needs to be improved?**

- the sharing of medication records with parents.
- the record of times of arrival and departure of staff.
- the organisation of space to provide a welcoming entrance foyer, staff facilities and suitable areas for children to rest and for confidential discussion to take place.
- the health and safety procedures to ensure that the garden area is safe and secure and that suitable hand washing practices are followed at all times.
- the consistency in practice between all managers, to include behaviour management strategies.

**Outcome of the inspection**

Satisfactory

**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 must take the following actions by the date shown**

Std	Action	Date
7	Ensure that medication records are shared appropriately with parents.	01/06/2004
14	Record the times of arrival and departure of staff.	01/06/2004

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Ensure that all managers develop consistency in their working practice.
4	Provide suitable areas for children to rest and sleep, and for staff to take breaks.
12	Improve use of premises to provide a suitable area in which confidential discussion with parents can take place, and ensure the entrance foyer provides a welcoming area for parents and children.

7	Implement suitable arrangements for children's hand washing to avoid risk of cross infection.
11	Develop use of age appropriate and positive methods of behaviour management and ensure there is consistency in staff's management of children's behaviour.
6	Ensure the garden area is made safe and secure.

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

### How effective is the nursery education?

Nursery provision at Perran-ar-worthal Pre-school is acceptable and of good quality. Children are making very good progress in knowledge and understanding of the world, physical and creative development. Progress in personal, social and emotional development, communication, language and literacy and mathematical development are generally good.

The quality of teaching is generally good. Staff demonstrate a sound knowledge of the early learning goals. They plan a broad and balanced range of interesting and enjoyable activities, making good use of both the indoor and outdoor environment. However, children's individual assessments are not used effectively to ensure that sufficiently challenging opportunities are provided through future planned activities. Staff demonstrate skill in their use of age appropriate methods with which to support children's learning. Children are praised and encouraged appropriately for their efforts and good behaviour, but behaviour management is not consistent.

Leadership and management are generally good. Staff and committee members are committed to providing high standards of care and education. They welcome support from the Early Years Development and Childcare Partnership and Pre-school Learning Alliance. They use a staff appraisal system, which requires further development in order to ensure that it is effective.

Partnership with parents has significant weaknesses. Staff do not work closely with parents to obtain information regarding what children know, understand and can do on entry to the setting. There are no formal procedures for sharing children's progress records with parents on a regular basis. There is a comprehensive parental involvement policy in place, which has not been fully implemented. However, staff share information regarding children's progress verbally and there is information available on a notice board regarding the early learning goals.

### What is being done well?

- Children enjoy good opportunities to explore and investigate differences and patterns of change, through a range of interesting and stimulating activities such as identifying vegetables from their smell, observing tadpoles, caterpillars and a wormery. They are confident in their creation of 3D models and use computer equipment with skill and control. They have planned opportunities to explore their own environment and the wider world and receive good visual and practical support in developing their awareness and understanding of people's differences.
- Children make good use of the outdoor environment to develop their gross motor skills. They play skilfully and with confidence on the scooters, establishing their own rules to ensure collisions are avoided. Children are well-coordinated and move safely indoors. They use a range of small tools

and equipment to create models and construction, paintings and drawings and all are able to thread small pieces of fruit onto a wooden skewer, when making their fruit kebab. They run, jump, balance and climb with increasing levels of control.

- Children enjoy exploring their creativity and individuality through imaginative role play, painting, play dough and model making. They use their senses well to explore insects, fruits and vegetables. They participate in activities to differentiate between sounds of letters.

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

- the implementation of the parental involvement policy, to ensure that information is obtained from and shared with parents regarding children's individual abilities and progress
- the use of children's assessments to plan future activities to provide suitably challenging opportunities for children to make progress in all areas of learning, in particular in routine and free play activities which support the development of mathematics and communication, language and literacy and to encourage children to participate in discussion and develop their listening skills.
- the use of staff appraisal systems to effectively monitor and assess the strengths and weaknesses of the provision for nursery education.

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

At the last inspection the key issues identified related to the provision of practical activities to encourage children's awareness of simple addition and subtraction, the provision of more activities to increase children's awareness of other cultures and beliefs and to provide more detail about specific outcomes in plans to ensure that a balanced programme is achieved throughout the term.

The setting has introduced a good range of planned activities to support mathematical development, but do not provide sufficient opportunities for children to investigate mathematics through free play. They have increased the range of resources and activities to support children to develop a positive attitude and understanding of different cultures and beliefs, and have also identified further resources which they intend to purchase shortly with recently obtained grant funding. Staff now identify two activities at each session, which provide opportunities for assessment and have specific learning intentions, in order that they offer a balanced programme of activities, which support all areas of learning throughout the term.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and happy, they are enthusiastic to learn. They cooperate and negotiate well. They are kind and considerate to the feelings of others. They demonstrate independence within the pre-school environment. However, they do not have sufficient opportunities to develop their listening skills and actively participate in regular group discussion.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are beginning to identify initial letters of words and link to the associated sound. They use language well to organise imaginative role play activities. They enjoy good opportunities to extend their vocabulary and some children introduce new words to others. However, children do not make good use of books for personal enjoyment or reference during free play activity. There are insufficient opportunities through free play activity for children to develop purposeful handwriting skills.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident in the recognition of different shapes. They use mathematical language freely and purposefully. They participate enthusiastically in the 'sizzling sausage' song and are able to calculate that ten take away two leaves eight. Children also recognise that when Peter Rabbit loses one shoe, then another, he has no shoes left. Children do not have sufficient opportunities to further develop their mathematical development through purposeful free play activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children enjoy well planned opportunities to explore patterns of change, through a range of exciting activities, such as cooking, growing plants and observing caterpillars, stick insects and a wormery. They design and make 3D junk models and build using construction resources and tools. They have developed a positive understanding and awareness of their own environment, the wider world and of people's differences.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children make good use of the outdoor environment to develop gross motor skills. They are well-coordinated, confident and skilful in their use of scooters and climbing equipment. Children run, jump and balance with good levels of control. They enjoy using small tools when building junk models, drawing, painting and participating in play dough activities.



CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use a wide range of mediums with which to express themselves. They enjoy imaginative role play, junk modelling, painting, singing and mixing powder paints to create the colour 'green'. They particularly enjoy an activity where they can try to identify different types of foods by smelling them after they had been chopped up and hidden in plastic pots, covered with fine mesh.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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 the levels of information obtained from and shared with parents, regarding children's individual abilities and progress.
- improve the use of children's assessments to plan future activities in order to provide suitably challenging opportunities for children to make progress in all areas of learning, in particular in routine and free play activities which support the development of mathematics and communication, language and literacy and to encourage children to participate in discussion and develop their listening skills.
- further develop the use of staff appraisal systems to effectively monitor and assess the strengths and weaknesses of the provision for nursery education.

*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.*