

Gulval Little Learners

Inspection report for early years provision

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Inspector Janet Dinsmore

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Gulval Little Learners Pre-School is a committee run group, which opened in 1999. It operates from a one room Elliott building situated within Gulval County Primary School grounds, in Gulval, near Penzance, Cornwall. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 23 children may attend the pre-school at any one time. The pre-school offers sessions each weekday from 8.45 am to 3.15pm during term times only. All children share access to a secure enclosed play area. There are currently 37 children from two to five years on roll. This includes 22 receiving early years funding. Children come from the local area. The provision supports children with special educational needs and/or disabilities and those who have English as an additional language. The pre-school employs five staff. Over half the staff have early years qualifications. The setting receives support from an advisory teacher from the local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Gulval Little Learners Pre-School is an outstanding provider for children in the Early Years Foundation Stage. Children really enjoy the high-quality learning opportunities, in a very well-resourced environment, supported by staff that are dedicated to the task. The children are very responsive and their individual development is monitored well. Parents and carers are involved at all levels and excellent relationships are maintained within the setting and with other agencies to fully meet all learning needs at all stages of the child's development. The setting is very well led and managed and has an outstanding capacity for future improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- using the assessment information for individual children to further evaluate the provision and the progress of groups of children.

The effectiveness of leadership and management of the early years provision

The manager and staff are recruited well and all necessary checks are undertaken. The manager is well trained for safeguarding children, is lead professional for the team in relation to child protection and works closely with all agencies involved in cases should they arise.

Self-evaluation and review is a key strength in leadership and management. The

manager is always seeking to improve provision and practice. The recommendations from the last inspection have been implemented with mark making and emergent writing evident in displays of children's work and in the daily activities. Books in other languages, dolls and musical instruments from other cultures are used well. French vocabulary and signs are used to support children for whom it is a second language. Signing and symbols are used to support children with significant language needs. Planned learning opportunities for Chinese New Year and Divali are used to extend children's cultural experiences. Staff reviews take place biannually and are valued by staff as being effective in ensuring their skills are used effectively within the team.

The excellent relationships established by staff with children, and parents and carers, ensure that all are treated equally and are a very strong feature of the pre-school. Parents' and carers' views were used to change session times since the last inspection and this has made the provision much more flexible for children, parents and carers by accommodating attendance to individual need. The change in transition arrangements to the primary school was a target of the previous year's development plan, and parents and carers are very pleased with the results as this has been 'seamless' as far as they and their children were concerned. Parents and carers are pleased with the information given when children start and say that their children settle very well. Key workers work closely with parents and carers, particularly to support children's toilet training.

The head teacher of the school is chair of the pre-school committee and this contributes to the good relationships. There are strong partnerships with the neighbouring child-development centre, early years advisors from the local authority, social care and health services, including speech therapists.

The quality and standards of the early years provision and outcomes for children

Children arrive and are immediately engaged in purposeful play in a bright well-resourced and set-out room. During the inspection, they enjoyed using play dough and showed very good manipulative skills in cutting it into very small pieces. The role-play area is well used by children who offer to cook a meal, including pasta. Children have good access to all the resources and select them, playing well together. They enjoy dressing dolls and taking them outside in push chairs discussing the needs of their 'babies'. Children know that to stay safe and not get lost in town you must 'hold a hand'. During the inspection, they conducted themselves safely at all times and knew hand-washing routines, without prompting, after messy activities and before eating. Children select play and learning opportunities continually throughout the session. This is very well facilitated by adults leading to a very calm and purposeful atmosphere.

A healthy snack is provided, including vegetables and fruit, with milk and water to drink. Children's individual water bottles are always available to them. Snack time provides a good opportunity for high-quality adult interactions, taking turns and developing independence skills in choosing and pouring drinks. Food allergies of individual children, and other medical needs, are clearly displayed for all staff. The

pre-school cares for two-year-olds so is involved in toilet training and deals with it sensitively and appropriately. Lunch boxes are kept in the fridge to ensure lunches stay fresh and the children sit together when staying for lunch which gives a very good opportunity to discuss healthy food and the morning activities. Facilities are made available for younger children to sleep if they need it. Children access the toilets independently and wash hands well.

Children play well in small groups of two or three, building the train set, involving others in a treasure hunt and other imaginative play. They help clean tables and tidy resources. During the inspection, access to a computer was always available and children showed developing skills with mouse control and understanding of the simple matching programmes available to them.

The relationships throughout the setting are exemplary and a secure foundation for personal development and sound learning. Children's interests are followed, for example a visiting sports coach led football training, for a weekly session, where children were encouraged to mimic animals. This led to children's interest being stimulated about wild animals and this was encouraged through the story-telling and play-dough activities planned.

A recent grant award has led to a high-quality outdoor environment being available. Children make very good use of the large chalk board, decking, climbing area and 'den' area particularly for imaginative play, story time and reading books.

The daily and weekly plans are updated continually by all staff as they identify next steps in learning from their observations and assessment and follow children's interests. The staff have excellent knowledge of the Early Years Foundation Stage. Children's development is recorded as part of the Learning Journey record shared with parents and carers. Assessments of the children's development are completed each term by the key person to evaluate their progress. Currently this information does not show how the setting evaluates the provision for, and the progress of, groups of children. Short observations clearly record the areas of learning so that it is easy to see which areas of development need more learning opportunities. The transition plans for children with additional learning needs are very effective. Staff liaison with parents and carers, and support for the children through signing, is very good.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met