

St Mawgan Pre-School

Inspection report for early years provision

Unique reference number

EY409549

Inspection date

22/09/2010

Inspector

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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

St Mawgan pre-School was re registered in 2010 due to a change in management structure. It operates from three accessible rooms in the community hall in the village of St Mawgan in Cornwall. Children have use of the recreational ground and adjoining field for outdoor play activities. The setting is open each weekday from 9.00am until 12.00pm, with extended sessions until 1.00pm on a Tuesday and Thursday, during term time only. A maximum of 26 children aged from two to under eight years may attend the setting at any one time.

There are currently 22 children attending who are within the Early Years Foundation Stage. Most live locally and some also attend other early years settings. The pre-school is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

There are nine members of staff most of whom hold appropriate early years qualifications to at least NVQ level 3. Three members of staff hold degrees in Early Childhood Studies.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff have an excellent knowledge and understanding of children's individual needs. They provide a very wide and interesting range of activities each session. Children are active and engaged during sessions ensuring they make very good progress in their learning and development. Health and safety is given high priority with detailed risk assessments used to identify and minimize risks. Partnerships with parents and others are exemplary, ensuring all aspects of children's care and development are shared. Self-evaluation is constant and rigorous.

What steps need to be taken to improve provision further?

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

- develop further use of the outdoors to extend learning across all areas of the curriculum.

The effectiveness of leadership and management of the early years provision

Effective systems are in place to ensure children are safeguarded. All adults associated with the setting undergo appropriate checks and these are tracked and recorded. Unvetted adults are supervised appropriately by cleared staff helping to

ensure children's safety and security. Robust risk assessments are carried out both for the setting and any visits offsite. Designated members of staff have responsibility for this area. Children demonstrate an excellent awareness of safety issues and enthusiastically respond when asked what they must do when they see cars on the road and whether they walk or run when going to the field. Risks are well managed and the safety message is constantly reinforced as children sit by the camp fire and toast marshmallows in the flames.

The setting is lead by a dynamic, enthusiastic and committed leader. She is a positive role model both to the staff team and children at the setting. All staff are very well supported and encouraged to undertake training and take on key areas of responsibility such as being the lead on cultural awareness, creative curriculum or makaton. The majority of staff are fully trained with several having recently obtained a degree in Early Childhood Studies. They work exceptionally well as a team with roles and responsibilities clearly defined. The manager and staff are closely supported by a strong management committee who undertake designated roles such as monitoring the staff appraisal system, updating the staff handbook and ensuring policies and procedures are amended to reflect changes at the setting. Weekly staff meetings are used effectively as an ongoing method of evaluation and reflection as well as a means to ensure planning is fully inclusive and reflects children's changing needs and interests. Key workers use this time to share information about their children and ensure planned activities are relevant and meaningful.

Partnerships with parents are at the heart of this community based group. They are actively encouraged to be involved in the setting and participate in all aspects of their child's care and learning. Initiatives such as the parents' forum encourage parents to contribute ideas for development at the group. For instance they suggested that obtaining a child's view of pre-school would be a positive and constructive thing to do. Key workers link closely with parents starting with a home visit prior to attending the setting and then regular meetings during the year to look at development records and jointly agree appropriate next steps. Children with additional needs are extremely well supported and benefit from knowledgeable staff that work closely with parents and other agencies to plan a range of activities that extend and support their learning. Strong links with other settings such as the village primary school ensure children are well supported and confident as they make the transition to school.

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

Children thrive in this warm, caring and happy environment. They are exceptionally well supported by qualified and caring staff who offer very high levels of support and interaction as they play. Sessions are very well organised with a wide range of free play opportunities for children to access. Children confidently enter the setting and are enthusiastically greeted by staff. They have established excellent relationships both with staff and each other. They demonstrate a strong sense of belonging as they confidently move around the setting, approach staff for help and

enthusiastically contribute to show and tell sessions.

Toys and resources are interesting and inviting and children gain a wide range of skills as they make bird feeders, collect blackberries from the local field, or listen to stories read outdoors. Children thoroughly enjoy the opportunity to learn about and experience how to make a forest fire. They are fascinated as they add paper and sticks to the fire pit and watch as the flames grow. They learn how to behave safely around a fire but also how to enjoy it as they toast marshmallows and pancakes and eat these for snack. Children learn about nature and animals as they discuss the types of animals living in the field and how their habitats should be protected. Children search enthusiastically for rubbish and other items that could harm animals and they help to tidy this away. Staff use the outdoors well and children help to make dens using a range of materials. They enjoy sitting in the den to listen to stories. Staff plan to extend the use of outdoors so that it is used imaginatively to deliver all areas of the curriculum.

Children have excellent opportunities to learn about and fully contribute to local community events. They attend the annual harvest festival at the local church and provide a display for the village flower festival. Community open days are provided to bring all sections of the community together for fun and activities on the village green. Children learn about different roles in society as they have visits from a wide range of outside agencies such as the police, fire service and airport. They use puppets to enact a wedding and christening at the village church and observe the protocols and routines of this ceremony.

Staff have an excellent understanding of the Early Years Foundation Stage and undertake regular observations and assessments to help identify progress and set relevant and meaningful next steps. Photographs and evidence of children's work support this process and help to keep parents fully informed.

Children learn about healthy lifestyles through the daily routine. They independently wash their hands before eating and after being outside. They develop strength and coordination as they ride bikes inside or run in the field. They learn to enjoy a varied range of foods as they eat fresh fruit for snack or learn that food can change colour and texture as it is toasted over a fire. Staff ensure parents are kept fully informed of accidents at the setting.

Children are valued and respected and their individual needs acknowledged and met. Staff clearly enjoy their work and they create a positive atmosphere where children are encouraged and motivated to succeed.

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