

Grade Ruan Under 5s

Inspection report for early years provision

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Inspection date	08/12/2010
Inspector	Heather Tanswell
Setting address	Ruan Minor Village Hall, Ruan Minor, Helston, Cornwall, TR12 7JN
Telephone number	07929 902938
Email	
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

Grade Ruan Under Fives is a committee run group that registered over thirty years ago. It operates from the village hall in the centre of Ruan Minor, a rural village on the Lizard, in Cornwall. A secure area is used for outdoor play activities. The premises are accessible. The pre-school is open each weekday from 9am until 12 noon on Monday, Tuesday, Wednesday and Friday during term times only.

A maximum of 20 children in the early years age range may attend the pre-school at any one time. Children aged under two attend with their parents and/or carers. There are currently 20 children attending who are within the early years age range. They live locally and some also attend day nurseries in the wider area. The pre-school is registered by Ofsted on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The setting is in receipt of funding for the provision of free early education to children aged three and four. There are three members of staff. All have early years qualifications to NVQ Level 2 or 3 and the manager holds Early Years Professional Status. The setting receives support from Cornwall Council's Children, schools and families directorate.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a very good knowledge of the Early Years Foundation Stage and how to promote children's learning through play in close cooperation with parents who also play a key role alongside the team of staff in managing, evaluating and driving forward this community group. There are some good partnerships in place with local schools and most other providers who share responsibility, which helps staff plan to promote children's welfare and development with success. Most of the required policies and procedures to underpin practice are in place with the exception of risk assessments to cover outings.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing, taking account of the nature of the outing, and review the risk assessment before embarking on each specific outing (Safeguarding and welfare) 10/01/2011

To further improve the early years provision the registered person should:

- develop systems to liaise with other all providers delivering the Early Years Foundation Stage who share care and learning responsibility for children to ensure progression and continuity of learning and care
- give daily opportunities for older and more able children to recognise that print carries meaning and to attempt writing for different purposes, using features of different forms such as lists, stories and instructions, alongside their everyday play
- re-appraise how the hall is organised for large group physical play and make any adjustments to secure children's safety at all times

The effectiveness of leadership and management of the early years provision

The children's care, learning and welfare are enhanced by the way the setting is led and managed, and strong team work. Relationships are good and there is a keen sense of purpose shared by all adults. Parents have fun alongside their children as they are fully included in activities and outings and are highly supportive of all the staff. Resources and displays that include detailed information about pre-school and local events help all families feel welcome and part of village life. Most the required policies and procedures to safeguard children are in place and reviewed regularly with the exception of risk assessments for outings, which is a welfare requirement. Risk assessments on the premises and daily checks on equipment minimise the risk of harm to children, but sometimes planning of large group physical activities is not well thought through to meet the needs of the youngest children in attendance with their parent/carers. Recruitment and vetting procedures, forward planning, daily checks and discussions makes sure children are safeguarded from harm and begin to learn to keep themselves safe.

Informal self-evaluation involves all staff, children and parents and drives improvement. Since the last inspection, there has been some good progress especially with regard to the provision of healthy drinks to accompany snack and how the outdoors is resourced and everyday technology used to promote learning. As a result, children plant and grow simple foods and compare their growth; a suitable computer package and digital camera means children learn new skills and learning journals contain colourful photographic records of their achievements. Parents are fully involved; they sit on the management committee, share achievements and contribute to targets for next steps for their children and the setting in meaningful ways. Staff share the information they gain through liaison with parents and from their observations to influence short term plans and provision of resources to help children make good progress. Ongoing targets for children who also attend other settings are not always shared effectively with their key workers. There are very good links with local primary schools and Childrens Centre so children's transition into school from pre-school is seamless and activities often include shared experiences with other children in the wider community.

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

Children behave very well and show good levels of concentration at their self-chosen activities. Younger children learn the value of friendships and cooperation from older more able children who take them for bike rides. Children feel safe enough to play on their own and join in with adult led and large group activities such as craft work, singing and making music. Children's confidence in communication and use of language is growing. Children use words to express their feelings and describe their actions especially in role-play and adult led craft activities. Children make marks with purpose at the writing table posting letters to Santa and ably handling tools such as stencils and glue sticks to make colourful seasonal pictures and decorations. They revel in the effects of glitter as it clings to their gluey fingers holding them up high to see the effects as they sparkle in the light coming from above.

The hall is well laid out into areas to support a theme and all areas of learning as they are resourced with toys, books, role-play items such as elf outfits, and reindeer soft toys to inspire children's imaginative play. During the inspection activities were not always extended for the older and more able children so that they could practise recognising print and forming letter shapes and numerals correctly, especially as part of daily routines.

Children's use of mathematical language grows as they follow instructions that include positional terms such as above, below, in front, go forward and reverse, and respond with actions in songs and role-play at the zebra crossing. Children use construction materials to make recognisable scaled models of favourite vehicles and use them as props in their imaginative play.

Children's curiosity and interest in finding out about objects, materials and living things, where they live and each others lives grows as they take part in activities such as a Christmas Treasure Hunt, making Figgie Pudding where they compare dry and fresh fruit, oats and porridge and celebrate festivals from other cultures linked seasonally to their own.

Children enjoy physical activity; develop skills in coordination, managing to avoid obstacles as they weave between cones. Children control speed and movement developing control as they pedal and push. They learn what it means to be healthy as they sit and eat alongside an adult and take part in growing and cooking activities, for example, they bake bread as part of celebrating harvest festival. Creativity is highly valued and children use imagination in their self-initiated role play and explain their play to others so they can join in. For example, a child acts out an alien space ship taking off and explains that the aliens are looking out of the window and waving as they go.

Children's behaviour is safe for self and most of the time for others but they sometimes need reminding. They show some danger awareness for example, handlings scissors carefully, and take part in fire evacuations and discussion for example about fireworks. The activities and daily routines support children's emerging understanding of healthy habits; they are keen to enjoy the benefits of

exercise, are making healthy choices re food and drink, participate in activities such as planting and growing and thriving.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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