

Cross Park Pre-School

Inspection report for early years provision

Unique reference number 102799
Inspection date 10/12/2010
Inspector David Nebesnuick

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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

Cross Park Pre-school occupies premises within the grounds of St. Stephen's School in Saltash and has access to one large outside play area. The setting has been operating at these premises for more than 20 years and was registered with Ofsted in September 1990. The building is owned by Cornwall County Council. They are open Monday to Friday every morning and afternoon from 08:30 - 11:30 and 12:30 - 15:30. Also Wednesdays and Fridays children can attend all day. There are 75 children on roll, 42 of whom are in receipt of free early education.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of 30 children, aged between two and under eight years. Currently all the children on the register are within the early years range. Children with special educational needs and / or disabilities are supported. Twelve members of staff work with the children, all of whom hold an appropriate early years qualification. They are employed by the voluntary parental committee. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare, learning and development are given the very highest priority by the well qualified and enthusiastic staff. Despite securing an outstanding judgement at the last inspection, all staff are fully committed to improving provision still further and are highly effective in continually improving their practice. Much of this drive and ambition is the result of the excellent leadership of the manager of the setting. This has resulted in highly effective working with parents, outside agencies and other settings. There is a very happy atmosphere and a most harmonious environment within the setting which ensures that the children's individual needs are well known and fully met.

What steps need to be taken to improve provision further?

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

- developing the current self-evaluation system to involve the staff and the committee.

The effectiveness of leadership and management of the early years provision

The staff take very great care to ensure that the children are safe within their supervision. The premises are secure and there is an effective arrival and departure procedure. Safeguarding issues are highlighted on the parents' notice

board at the setting's entrance. All adults, including parental volunteers, are thoroughly vetted. A robust recruitment, induction and appraisal system supports staff and ensures their suitability. Comprehensive policies and procedures are in place and are regularly reviewed. Records relating to accidents, medication, children's details, parents' consents and the attendance are all in place and are carefully recorded. Risk assessments are thorough and indicate that the safety and well-being of the children are the setting's main concerns.

The manager of the setting provides very effective and inspirational leadership. She has a very strong commitment to continuous improvement and despite the very high standards achieved at the last inspection, further improvements have been secured. Safeguarding has been further strengthened and assessment of individual progress refined and developed. A very strong and enthusiastic team is in place which constantly reflects on the setting's practice and regularly reviews the children's progress, which is then well documented in the individual learning journeys. There is also a detailed self evaluation document in place. It is rather too detailed as it focuses on the educational processes rather than the overall outcomes and it is primarily the work of the very experienced manager, rather than a cooperative effort involving staff and the committee.

The staff work exceptionally well with the parents, keeping them very well informed through regular newsletters, parents days and evenings and the parents' notice board as well involvement in the parents' daily rota. Parents speak very highly of the work of the setting and welcome the many opportunities to provide feedback. The setting is very highly regarded by parents because they understand that the adults have the well-being of each individual child at the heart of what they do. Highly effective partnerships with other local providers help to ensure all of the children's individual needs are met consistently. Equality of opportunity is actively promoted and adults are very skilled at observing the children and identifying where specific individual help and support are necessary. Staff provide many resources and activities which promote diversity to increase the awareness and understanding of individual differences. Recently, the setting's manager visited an inner-city school in order to gain additional insight into our multi-ethnic society and other visits are planned.

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

The setting has a very extensive range of learning resources that are well used and valued by the children. High quality adult interaction and the meticulous organisation of activities aid the children's strong sense of security. Each child is actively encouraged, by their key worker, to make an individual choice of activity that best suits their specific needs. The children clearly enjoy their time in the setting and make very good progress as a result of their experience. The children are very confident in their exploration of the very many activities that are available. They learn about construction through playing with plastic building bricks and the artistic skill shown in the Christmas collages is very impressive.

There is a huge range of outdoor activities and even in the very cold weather

children are enthusiastic to go outside to use the tricycles, the musical instruments and the boat that are made available to them. In the summer they are able to plant herbs and vegetables in the garden and learn where their food comes from and what makes a healthy diet. During the mid-morning break the children choose their own cracker toppings and apply them themselves. In addition they are able to select their own drink from a choice of either milk or water. They are able to make healthy choices about their food. The behaviour of the children at lunchtime is exemplary and they show excellent social skills towards each other. The children are making a very strong contribution because they have a positive attitude towards their learning and because they work exceptionally well both independently as well as with each other. They have a very good understanding of personal hygiene and wash their hands regularly.

The quality of the provision is excellent because the children's welfare is thoroughly promoted. The children learn very well from the very wide range of experiences that are offered and this is due largely to the expert knowledge of the adults. The children feel safe through the very good supervision and the effective security. Relationships are outstanding and the overall atmosphere is very harmonious and productive. The setting is a very effective place in which to learn. Observations and assessments are very rigorous and the information gained is used most effectively to inform future planning. Each individual 'Learning Journey' gives a very comprehensive record of what a child has achieved and how much progress has been made towards the early learning goals.

The staff provide excellent role models for the children; as a result the children are developing very warm and friendly relationships with each other and considerable confidence and personal esteem due to much praise and encouragement. The development of individual self esteem is stressed by parents, as a particular strength of the setting and they also speak warmly about the family atmosphere and the ease with which their children settle into the setting. During the inspection, the Christmas concert took place with many parents and carers in attendance demonstrating their strong support for the setting. The children dress themselves in their costumes, with minimal help and they deliver their lines with an amazing confidence.

The excitement and involvement of the children is very high. They sing Jingles Bells with considerable gusto and accuracy. They had learnt how to wish their parents Merry Christmas in Cornish demonstrating an excellent sense of community. The very high quality of the children's contribution underlines the very high standards that are achieved in the setting. The children are truly valued as individuals and as a result they make exceptional progress during their time in the setting.

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