

# Garras Owlets Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY375766
<b>Inspection date</b>	12/11/2010
<b>Inspector</b>	Jayne Pascoe

<b>Setting address</b>	Garras Cp School, St. Keverne Road, Mawgan, HELSTON, Cornwall, TR12 6AY
<b>Telephone number</b>	01326 221653
<b>Email</b>	head@garras.cornwall.sch.uk
<b>Type of setting</b>	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*.

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## Description of the setting

Garras Owlets Pre-School is a committee run group. It opened in 2008 and operates from a separate classroom in the grounds of Garras Community Primary School, a rural village close to Helston, in Cornwall. The premises are accessed via steps and a temporary ramp is available when required to gain access. Opening days and times vary according to need. The pre-school is open on Monday, Tuesday, Wednesday and Thursday from 9am until 1pm, and Friday 9am until 12 noon, during term times only. A maximum of 20 children may attend the pre-school at any one time. All children share access to a secure enclosed play area.

There are currently 17 children attending who are within the early years age range. They all live locally and three also attend the primary school or other local early years settings. The provision is registered on the Early Years Register.

The setting employs four staff. All have early years qualifications to NVQ Level 3 and one is a qualified teacher. The setting receives support from an advisory teacher from the local authority family services 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 good.

Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage. They are committed to the principles which underpin this framework and have developed and implemented effective procedures to ensure that children's unique needs are identified, respected and met. The setting obtains and shares good levels of information with parents through a variety of appropriate methods. They also liaise effectively with other early years agencies, in order to keep up-to-date. Although systems for self-evaluation are currently not fully in place, the provision has a proactive attitude and makes good use of reflective practice, in order to maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- Plan regular opportunities for all pre-school children to participate in emergency evacuation procedures, in order to develop their confidence and familiarity in this practice and keep a record of these events
- Continue to develop systems for self-evaluation, in order to monitor the pre-school practice and drive continuous improvement

## **The effectiveness of leadership and management of the early years provision**

The pre-school follow robust procedures to safeguard the children in their care. All staff are appropriately qualified and experienced. The setting has recently developed and implemented effective written risk assessments, in order to maintain children's safety and security indoors, outdoors and on outings. Procedures are in place to ensure that these are regularly reviewed and updated as required. A recent and significant increase in the number of staff employed at the setting allows for children to be closely supervised at all times. Appropriate systems are followed to protect children from unvetted persons and staff demonstrate confidence in their ability to identify, record and report any child protection concerns, in line with the Local Safeguarding Children Board procedures. Pre-school children are currently included in the school emergency evacuation procedures and are therefore beginning to understand the importance of keeping themselves safe. However, individual pre-school fire drills are not currently undertaken, in order to ensure that all children on roll have opportunities to take part.

The setting is well organised and offers a child-centred, secure and stimulating indoor and outdoor environment for those attending. Staff know all the children and their families very well, as it is a close-knit community. An effective key person system enhances these positive relationships further. Staff use their knowledge well to plan effectively for each child to enjoy both self-initiated play and adult led activities, which are based upon their unique preferences, interests and abilities. Good opportunities are available for children to explore their own cultures and beliefs and those of others. Positive partnerships have also been established with other early years providers. Links with the host school, other local schools, childminders and nursery settings are strong, resulting in smooth transitions, continuity of care and cohesive learning experiences for those children who attend more than one setting. Parents are keen to express their high levels of satisfaction with the positive attitude of staff and their commitment to providing good quality standards of care and learning. A suitable range of written policies and procedures, contracts and consents are currently in the process of being updated and are used effectively to agree and maintain consistency in pre-school practice. A notice board in the entrance foyer, meetings with parents and daily verbal information sharing also enhance the practice further.

Staff have implemented effective assessment systems in the form of individual 'Learning Journeys', which are a celebration of children's achievements. These are used successfully to monitor children's progress and identify appropriate 'next steps' for children's learning and development. Planning ensures that children benefit from a broad and balanced curriculum, which is based upon their particular interests and abilities. Children's 'next steps' influence planning to ensure that opportunities are provided for all children to make good levels of progress. Staff interact very well to support children in their play and provide appropriate levels of challenge. The manager is a qualified teacher and demonstrates considerable levels of skill in her ability to promote learning through use of appropriate language, the provision of interesting materials and by encouraging children's

active involvement in whole group activities. Staff recognise the benefits of reflecting upon their practice and have recently begun to develop formal systems for self-evaluation, in order to drive further improvement.

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

Children have established very strong and trusting relationships with adults and other children. They are happy, settled and content and demonstrate a sound sense of belonging. For example, children new to the setting settle quickly into favourite activities, such as painting. They regularly make eye contact with their key person, who in turn provides reassurance that they are keeping a watchful eye on them at all times. As a result, children are able to immerse themselves in all activities, safe in the knowledge that a trusted adult is close to hand, providing support, meeting their needs and praising their efforts. Children enjoy free access to a good range of interesting and enjoyable toys, resources and activities. In particular they are able to indulge in an exciting range of sensory play activities, involving a whole host of wonderful materials. High adult: child ratios enable children to use the outdoor play area freely, in order to develop their physical skills and enjoy fresh air. They can choose to play outdoors when they wish regardless of the weather. As a result of being encouraged to make decisions and consider their options, children are developing a good sense of self worth. Children take responsibility for placing their name card and photograph on the display board when they arrive in the morning and their art work is attractively displayed on the pre-school walls for all to admire. Children are beginning to understand the importance of maintaining their own health and safety. For example, they wrap up warm in coats and boots to play outdoors and enjoy healthy and nutritious snacks and meals which are provided by their parents.

Children are developing a good understanding of the benefits of recycling, composting and growing their own fruit and vegetables. They explore the local countryside and beaches and enjoy visits from people in the community. Children are skilful and competent in their use of programmable and interactive toys. They communicate confidently through use of body language, discussion and scribing. Children sort and match items by size, shape and colour and successfully problem solve when completing jigsaw puzzles. They share, negotiate and cooperate very well, in order to maintain harmonious play. Children follow the good examples set by adults and are polite, well-mannered, kind and helpful. Children are creative and imaginative in their art work and role play. They greatly enjoy exploring a range of natural materials outdoors where they have collected sticks, pine cones and leaves. They handle them enthusiastically to discover the different textures, smells and sounds they make. The outdoor learning environment provides children with wonderful opportunities for exploration and investigation. Children are inquisitive, curious and very keen to learn. Staff interact very well to encourage, support and challenge children appropriately. Overall there is evidence that children are making good levels of progress in their learning and development.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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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