

Sandcastles Preschool Playgroup

Inspection report for early years provision

Unique reference number

EY246058

Inspection date

02/02/2011

Inspector

Lynne Bowden

Setting address

Connor Downs Sunday School, Turnpike Road, Connor
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Type of setting

Childcare on non-domestic premises

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Introduction

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Description of the setting

Sandcastles Preschool Playgroup opened in 2002 and is committee run. It operates from the church hall in the village of Connor Downs, near Hayle, Cornwall. They have use of a large hall, kitchen and toilet facilities. All children share access to a secure enclosed play area.

The pre-school is open Monday to Friday from 9am until 3.30pm, on a sessional basis during school term.

The setting is registered on the Early Years Register for a maximum of 20 children from two to five years of age at any one time. There are currently 30 children on roll. Three and four-year-old children receive nursery education funding. Children come from the local area. The pre-school supports children with special educational needs and/or disabilities.

The setting employs four staff who work directly with the children; three members of staff hold an a National Vocational Qualification in early years at level 3 and one member of staff is working towards this. The setting receives support from the local authority and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very confident and secure at this welcoming setting. Staff plan and provide a range of activities which interest children and promotes their independence, learning and development, but records lack clarity. The setting has identified their strengths and weaknesses. They work well with other agencies to meet individual children's needs and support their transition into school. Parents are informed about their children's achievements and progress.

What steps need to be taken to improve provision further?

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

- develop further the observation and assessment systems, to more clearly show how children's next steps are promoted and their progress; and involve parents and other providers in this process.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by the effective recruitment and vetting procedures which ensure that children are cared for by suitable and qualified staff. A suitable safeguarding children policy and procedures along with the staff's awareness of this subject enables them to safeguard children. Regular risk assessments are carried out to keep the environment safe and the premises are secure. Staff

encourage daily access to the outdoor play area. Observation and assessment records are used to plan and provide activities to promote each child's development. However, these records are not well organised to clearly show children's progress. This does not encourage and promote the involvement of parents and other providers in planning and promoting children's learning and providing consistent care. Staff serve healthy snacks and drinks and meet individual children's dietary needs. Staff use their knowledge to promote the use of sign language during snack time. They promote good hygiene habits, reminding children to wash their hands at appropriate times and discussing the importance of washing harmful germs away. Staff work very effectively together to handle behaviour issues in a calm, firm and consistent way.

Welcoming staff share information with parents informally each day and through notice boards. Parents are also able to contact and learn about the setting by using their email address and internet blog. The setting has experience of working effectively with a variety of other settings and agencies to meet children's individual needs and parents value the support that staff give to them and their children. The staff also work closely with local schools to support children's transitions to them.

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

Children are very confident and develop independence at this setting. They make good progress in all areas of learning; they are engaged and interested in and make good use of the wide range of resources available to them. Daily access to the outdoor play area lets children enjoy the fresh air. They learn to dress appropriately for the weather and develop coordination and balance as they use the equipment there. There they also enjoy using a range of mark making materials. Children enjoy their snack time, where they learn the importance of sitting at the table to eat, to minimise the risk of choking, and develop independence as they pour out their own drinks. Children become aware of and learn to respect and value diversity, because they learn different ways to communicate such as sign language and routinely use and access a range of resources that present positive images of different cultures and disabilities. They also learn about their own and others' cultures, celebrations and traditions.

Children label their work in a variety of ways progressing onto accurately writing their own names. They work with concentration and purpose. For example, one child helps design and creates the front page of a book they are creating about transport. This involves drawing a train engine, coaches and track, cutting them out and sticking them onto the coloured paper. This leads to a discussion about various journeys that they have experienced. Children learn how to handle and use tools such as scissors safely. They learn to behave well because staff give clear and consistent explanations, so all are aware of the expectations. Participation in regular evacuation drills ensures that children learn how to behave in the event of a fire.

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	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

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	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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