

Mawnan Pre-School

Inspection report for early years provision

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Inspector Jayne Pascoe

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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*.

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Description of the setting

Mawnan Pre-School is managed by a voluntary committee of parents and is a registered charity. It has been in operation for over 30 years and has recently relocated into purpose built, fully accessible, self-contained premises, on the original pre-school site. It is situated in the rural village of Mawnan Smith, near Falmouth, in Cornwall. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday, from 09:00am until 12.00pm and offer a lunch club and afternoon session from 12.00pm until 3.00pm on Monday, Tuesday, Wednesday and Thursday, during term times only. All children share access to a secure enclosed play area.

The pre-school is registered on the Early Years Register. There are currently 22 children in the early years age group on roll, some are in part-time places. Of these, 14 receive funding for nursery education. The pre-school supports children with special educational needs and/or disabilities.

The pre-school employs four members of staff. All hold appropriate early years qualifications to NVQ Level 3. The manager is currently attending additional training to achieve Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff demonstrate a sound knowledge and understanding of the Early Years Foundation Stage. They have developed and implemented generally effective procedures to ensure that children's unique needs are identified, respected and met. Although systems to establish positive partnerships with parents and to plan for children's individual progress, could be improved. The setting actively seeks and welcomes advice and support from early years agencies, in order to keep up-to-date. Staff use effective systems for self-evaluation, 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:

- improve the systems for ensuring key workers develop a genuine bond with the children and their parents and maintain a two way flow of information
- use assessments effectively to identify appropriate learning priorities and plan motivating learning experiences for each child in agreement with parents.

The effectiveness of leadership and management of the early years provision

The pre-school follows robust procedures to safeguard the children in their care. All staff are appropriately qualified and experienced. They demonstrate a commitment to continued professional development. The manager is currently completing an early years degree and during her attendance at college, a suitable deputy is in place. The setting have developed effective written risk assessments, which are used well to maintain children's safety and security. These have recently been reviewed and updated as a result of the pre-school moving into new premises. Children are closely supervised at all times and are protected from unvetted persons. Staff demonstrate confidence in their ability to identify, record and report any child protection concerns, in line with the Local Safeguarding Children Board procedures. Children practise regular emergency evacuation procedures with the adults, in order to develop their confidence and familiarity.

The pre-school have recently acquired purpose built, self-contained premises and staff have organised the setting well to provide a safe, secure and enabling indoor and outdoor environment. Children benefit from free access to a wide range of toys, resources and equipment. They greatly enjoy the freedom to play outdoors whenever they wish, as they have appropriate all weather clothing and boots. Children are confident to initiate play with their friends and they also engage in adult led activities based upon their unique preferences, interests and abilities. Appropriate opportunities are provided for children to explore their own cultures and beliefs and those of others. In general parents express satisfaction with the standard of early years provision. However there is evidence that partnerships with parents are not always as successful as they could be. For example, current changes in committee and the recent move to new premises have highlighted concerns for some parents and the recently developed systems for assessment do not actively involve parents in evaluating and planning for children's progress. A suitable range of written policies and procedures, contracts and consents, in addition to newsletters, a notice board and daily discussion are used to share and gather information. The pre-school have established positive links with other early years providers such as the local school, in order to ensure a smooth transition for those children moving into school life.

Children's assessment records include written observations, photographs and examples of children's work. However, they are not currently shared regularly with parents, in order to celebrate children's achievements and to identify appropriate 'next steps' for their learning and development. Staff know children well and are therefore able to plan to provide suitable opportunities for individual progress, based upon children's particular interests and abilities. They allow for children to initiate ideas for play and interact appropriately to challenge children and extend their learning and development. Staff recognise the benefits of reflecting upon their practice and have implemented suitable formal systems for self-evaluation, in order to drive further improvement. As a result, they have recently achieved identified goals, such as moving into child-centred premises, providing a designated outdoor play area and enabling children free access to computer

equipment.

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

Children have established strong and trusting relationships with adults and other children. They are happy, settled and content and have a sound sense of belonging. Children enter the setting enthusiastically and separate from their parent easily. They follow the good examples set by staff and are polite, kind and helpful. Children demonstrate good social skills and are well mannered. They take responsibility for tidying away at the end of the session. Children enjoy free access to a suitable range of interesting and enjoyable toys, resources and activities. They build and construct indoors and out using large interconnecting blocks, successfully cooperating and negotiating to achieve desired outcomes. Children are confident to count to ten, they are beginning to recognise numerals and the associated number of objects and they complete increasingly complex puzzles with adult support.

Children chatter happily with adults and other children. They communicate very effectively through facial expression, body language, vocabulary and signing. Children select favourite books for personal enjoyment, to share with others and for reference. They greatly enjoy whole group story time, during which even the very youngest children are able to listen and concentrate well. Children's mark making is valued and displayed attractively on room dividers. Some children are beginning to write letters of their name in the correct sequence. Children self-register as they arrive and at snack time. They are creative and imaginative in their painting, role play and craft work. Children enjoy opportunities to engage in sensory play and benefit from opportunities to express themselves through music and dance. Their art work is attractively displayed around the play room for all to value and admire.

Children explore the local community as they enjoy nature walks in the playing field, visit the beach and are invited to the local school to participate in shared activities. They are skilful in their use of programmable and interactive toys and computer equipment. Children are developing a positive respect and awareness of their own cultures, beliefs and abilities and those of others through planned activities and free use of a suitable range of resources, such as small world people, dressing-up clothes, books and puzzles. Children collect used packaging to make junk models. A parent has volunteered to develop a section of the recently acquired outdoor garden area to enable children to grow fruit and vegetables, make compost and collect rainwater. Children greatly enjoy the freedom to benefit from fresh air and physical exercise outdoors throughout the day. They balance on mini-stilts, roll large hoops, engage in imaginative role play and enjoy sand outdoors. Their good health is promoted well as they have free access to milk, water and a nutritious range of fresh fruits for snack, in sufficient quantities for their individual needs. They regularly wash their hands and use individual hand towels to reduce the spread of infection.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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