

Foundry Under Fives Pre School

Inspection report for early years provision

Unique reference number	102808
Inspection date	20/01/2011
Inspector	Lynne Bowden
Setting address	Harbour View, Hayle, Cornwall, TR27 4LB
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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

Foundry Under Fives Pre-School is a committee run group. It opened in 1994 and operates in purpose built premises. It is situated in Hayle, Cornwall. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open Monday, Tuesday, Thursday and Friday from 8:30 am until 11:30 am and from 12:30 pm until 3 pm and each Wednesday from 12:00 pm until 3 pm during term times only. All children share access to a secure enclosed play area.

The setting is registered on the Early Years Register for a maximum of 20 children at any one time. There are currently 34 children from two to five years on roll. Children aged two, three and four years old receive funding for nursery education.

Children come from the local catchment area. Some children also attend other providers of the Early Years Foundation Stage.

The pre-school employs five staff. All have early years qualifications to NVQ level 2 or 3. The setting receives support from an advisory teacher from Family Services and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and secure at this welcoming pre-school. Staff plan and provide a range of activities which interest children and promotes their learning and development. The staff identify the setting's strengths and weaknesses and plan improvements to the premises, demonstrating a good capacity to maintain improvement. They work effectively with other agencies to meet individual children's needs and support their transition into school. Parents are well informed about their children's achievements and progress and are generally involved in planning for their learning.

What steps need to be taken to improve provision further?

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

- extend further systems to involve parents in their child's learning .
- improve outdoor play area to encourage it's use in wet weather.

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. The training staff receive, along with the safeguarding children policy and procedures, enables them to safeguard children. Regular risk assessments are carried out to keep the environment safe and the premises are secure. Staff encourage regular access to the outdoor play area; however, some children's outdoor experiences are limited as there is a lack of all weather shelter. Staff have identified this weakness as part of their effective evaluation systems. They identify the pre-school's strengths and weaknesses well and have improved outcomes for children as a result. For example, the assessment and planning system has improved and they plan to revamp the book corner. They have also addressed previous recommendations from their last inspection.

Observation and assessment records clearly show children's progress and are effectively used to plan and provide activities to promote each child's development. Staff serve healthy snacks and drinking water is readily available throughout the session. They ensure children develop good hygiene habits. Staff are aware of individual children's medical needs, such as allergies and treatment.

Generally, positive partnerships with parents and carers are well established, creating effective two-way communications. Welcoming staff share information with parents, both informally each day and through children's learning journals. However, systems to involve parents in their children's learning are not always fully effective. Parents are offered a choice of how they want to be informed about their children's progress and often choose face to face meetings. The pre-school has experience of working effectively with a wide variety of other agencies to meet children's individual needs. The staff also work closely with the local school to support children's transitions there. They also take appropriate steps to share information with other providers of the Early Years Foundation Stage. Staff have a clear vision for the future of the pre-school, although plans to extend the building are currently on hold.

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

Children become confident at this setting and respond well to the staff who gently encourage and engage them in activities. They make good progress in all areas of learning; they are 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 ball skills as they play ball games.

Children enjoy their snack time, where they together in small groups. They choose from the foods offered and enjoy spreading their own cracker breads. They also confidently practise their skills as they pour out their own drinks. Children become aware of and learn to respect and value diversity, because they routinely use and access a range of resources that present positive images of different cultures and disabilities. They also learn about their own and other cultures celebrations and traditions.

Children learn to use scissors safely. With the necessary materials available, they happily work independently and with purpose. They design and create their

own models and use a variety of methods to fix them, such as glue and sticky tape.

Children listen to stories with concentration and attempt to label their own work. They happily and conscientiously help tidy resources away, in response to the settings tidy away prompt, encouraged by the praise and thanks of the staff.

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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