

Nancledra Pre-School

Inspection report for early years provision

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Inspector Lynne Bowden

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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

Nandedra Pre-School is a committee run group. It opened in 2002 and operates from the main room in Towednack and Nandedra Community Hall. It is situated near Towednack, Cornwall. All children share access to a secure enclosed play area. The pre-school is open each weekday from 8.30 am until 11:30 am during term times only. The setting is registered on the Early Years Register for a maximum of 24 children at any one time.

There are currently 25 children from two to five years old on roll. Three and four year old receive nursery education. Children come from a wide catchment area. The pre-school supports children with special education needs and or disabilities. Some children also attend other providers of the Early Years Foundation Stage.

The pre-school employs four staff. Three have early years qualifications to NVQ Level 2 or 3 and another is currently working towards qualification. Parents also help on a rota basis. The setting receives support from an advisory teacher from the Local Authority 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 setting. Staff plan a range of activities based on children's interest to promote their learning and development. However children do not access all resources and staff miss some opportunities to reinforce their learning. The setting seeks and uses feedback to improve their provision, but lack some monitoring systems. They work very effectively with other agencies to meet individual children's needs and support children's 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:

- improve organisation of the environment to reinforce children's awareness of routines and encourage children to access all areas of learning
- introduce problem solving, reasoning and numeracy skills in daily routines and activities to reinforce children's learning
- monitor how well different groups of children progress in relation to each other

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 safeguarding children policy and procedures ensures all are aware of how to safeguard children. Regular risk assessments are carried out to keep the environment safe and the premises are secure. All staff have paediatric first aid training, preparing them to deal with any accidents. Staff encourage regular access to the outdoor play area. Observation and assessment records show children's progress and used to plan and provide activities to promote each child's development. Staff skilfully and naturally reinforce and develop children's knowledge and awareness of phonetics and initial sounds and letters in conversations as children talk about their activities. However, staff miss similar opportunities to promote children's knowledge and awareness of numeracy and problem solving. In the play room activity areas are not clearly defined. There is not always comfortable seating near the books to encourage children to look at and explore them.

Home visits before children start at the setting, enable the staff to quickly establish children's starting points and likes and dislikes. Staff share information with parents, both informally each day and through children's learning journeys. Staff are committed to improving the provision and seek and use feedback from parents and other professionals to improve the provision. However, there is not a system to compare progress of different groups of children in the setting, to ensure any barriers to learning are quickly identified and addressed. The setting works very effectively with other agencies to meet children's individual needs. They establish partnerships with other providers to provide complementary care and support children's transitions there.

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

Children are confident at this setting and have good relationships with adults. They enjoy listening to music and join in action songs, choosing their favourites. At story time they listen to stories with concentration, but do not approach the book shelf to access books for independent reading. Children thoroughly enjoy making pasties with modelling clay. This activity is supported by a member of staff who encourages lots of discussion about the process, ingredients and their experiences making pasties and eating them. She naturally encourages them to talk about and identify initial sounds and letters of the ingredients. Children confidently operate the settings camera as they take photographs of their activities and friends. 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 gently throw and catch a ball with a member of staff. There they are able to use the climbing frame and observe and experience their rural environment. They enjoy creating paint tracks using a variety of resources, including wellington boots, balls and the wheels of ride on toys, comparing the effects.

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 become familiar with the evacuation process through their regular participation in fire drills. They quickly respond to staffs instructions about safety, for example not running indoors and all riding their tricycles in the same direction to minimise risk of collisions. Children develop good hygiene habits when staff remind them when they need to wash their hands. Children enjoy the healthy and sociable snack times when they discuss their food preferences as staff serve them a variety of fruits and a choice of water or milk.

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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