

# Tregadillett Pre-School & Toddler Group

Inspection report for early years provision

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<b>Unique reference number</b>	EY239307
<b>Inspection date</b>	02/03/2011
<b>Inspector</b>	Anne-Marie Moyse

<b>Setting address</b>	Community Centre, Tregadillett, Launceston, Cornwall, PL15 7EU
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<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*.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

A voluntary management committee, made up of parents of children at the preschool and members of the local community, manages Tregadillett preschool. It opened in 1972 and operates from a room in the community centre in the village of Tregadillett near Launceston in Cornwall. All children share access to a secure enclosed outdoor play area, and are developing a forest school in the nearby area. The provision serves the local area and outlying villages.

A maximum of 20 children aged from two to the end of the early years age range may attend the preschool at any one time. There are currently 21 children aged from two to under five years on roll. The setting receives funding for early education for three and four year olds. The preschool supports children with special educational needs and/or disabilities. The preschool is on the compulsory and voluntary parts of the Childcare Register.

The preschool is open each weekday from 9.00am to 1.00pm, during school term times. On Tuesdays and Thursdays the setting is also open in the afternoon from 1.00pm to 3.00pm.

The preschool employs four members of staff. All staff hold appropriate early years qualifications, including three at level three.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The cohesive, reflective and consistent team of staff are well managed by a proactive and enthusiastic manager. They are well supported by a dedicated committee and together provide very enabling environment for children where they are developing and progressing across all areas of learning effectively. Strong partnerships with the parents ensure that each child's individual needs are known and promoted. Overall, all systems are in place for the successful management of the setting, with staff establishing further arrangements for reviewing and reflecting on their practice. The setting has a good capacity to maintain and drive continuous improvements.

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

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

- improve systems used for self evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- extend current format of planning to include identified next steps of children's

learning and how they will be supported

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

Children safety and security is a high priority in the setting. Staff are methodical and systematic in checking that all hazards are minimised and children are very carefully supervised, enabling children to take measured risks and develop their own understanding of staying safe. The shared environment is attractively set up each day, with a selection of safe and suitable resources, which encourage children to make choices and extends their understanding of other cultures and the diverse society in which they live. The outdoor area is effectively used with children being able to access the outdoor area for part of the day. The provision are implementing regular visits to the local forest, where children will develop a wide range of skills and understanding about their natural world. All activities are thoroughly risk assessed and well supervised, allowing children to identify hazards and understand how to use tools and equipment safely. Staff have a good understanding of the procedures to follow, and details of contacting local agencies, if they have any concerns over child protection or safeguarding issues. Robust systems are in place to ensure that all staff and volunteer helpers are suitable to work with children. Clear policies and procedures are effectively employed to guide and support the safe operation of the setting.

Parents and children are warmly welcomed to the setting, and parents are fulsome in their praise of the staff and the quality of the care for their children. An informative notice board provides parents with a good range of information on the setting, but also on other aspects of childcare and safeguarding. Daily verbal chats between parents and staff ensure that children's needs are well known and shared, contributing to a consistency for each child. New systems have been put into practice to obtain details on children's initial information on entry to the setting, including their likes and preferences as well as home routines, special toys and settling arrangements. Systems are being established to improve the links with other settings children also attend, so that there is a continuity in children's care and learning between the various providers. Good contacts have been formed with the neighbouring school, in order to support children's transition to the next stage in their education.

The provision have made significant improvements since the last inspection and staff have sought advice from the local authority in order to review and develop good practice throughout the provision. As a result, staff are developing their own reflective approach to identifying and continuing to drive improvements across all areas for every child. This is an area to further develop.

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

Children are making very good progress in their learning and development, based on their individual starting points. This is evidenced by the children's lively enthusiasm for learning and developing respect for each other and their surroundings. Staff are now keeping very detailed records on each child and these are shared with parents. Staff are beginning to clearly indentify each child's next step in their learning, but at present there is no clear method used to demonstrate how their next step will be supported and implemented through the planned activities, which is an area to improve. Staff naturally extend children during activities to expand their skills or knowledge through discussion or encouragement, following children's natural curiosity and inquisitiveness.

A good range of interesting and stimulating activities are provided for children, which are appealing and interesting to the children. A recent visit to a theatrical

performance of "Peter Pan" has sparked children's interests in familiar stories and fairytales. As a result staff base the activities around a well-known tale, such as "Goldilocks and the three bears". Children are excited by making real porridge in the role-play area, counting out spoonfuls of oats and mixing this with water. They count and compare size as they use the "big", "medium" and "small" bowls and relate these to the other resources specifically provided, such as chairs, teddies and beds. Their imaginary play is developed as they become absorbed with their peers, and the staff, in enacting the story of the three bears, developing their communication and literacy skills as the story is read to them. Children can flow between the various activities and choose what to play with, promoting their independence. Some are engrossed by the computer and the games designed to develop their co-ordination and technical skill for the future. Others enjoy the craft activity, making papier-mache bowls, or drawing and designing their own creation from the resources on offer.

Outside children have an excellent range of toys and equipment to promote all areas of learning. They practice their control and balance as they safely ride a selection of scooters, trikes and bikes. They climb and learn to balance on the small beam, seeking reassurance from adults until they feel confident to try independently to negotiate the equipment. Children make marks in the sand or make noise with the hanging saucepans, experimenting with the various materials and the changes in sounds. Children are learning how to tend for plants and creatures as they admire the daffodils they planted or check on the wormery to ensure they have enough food. Various small equipment, such as hoops, bats and balls encourages children to develop their co-ordination and control as they throw and kick the balls to each other. Older children ponder and solve problems; such as making the ball run smoothly down the bamboo gutters into a pot, realigning the pieces to create a smooth gradient in the right direction. Or as they make and design their own structures with the various planks and pieces of wood, butting up similar shapes together or balancing other pieces upright to create a three dimensional shape. Throughout children's play the staff are interested and interact sensitively, knowing when to step in and help children or stand back and watch them struggle and resolve their own problems and achieving their own independence.

Children play in a clean and hygienic environment where they learn how to protect themselves from infection through learning good personal hygiene routines. They are offered very substantial and nutritious snacks, and are independent in pouring their own drinks whenever they want one. The snack and meal routines are used well to promote children's social and communication skills. They recognise their names, and sit in social groups with the staff and are encouraged to develop conversations between each other. Staff reinforce their understanding of new words or concepts or emphasise phonic sounds of the words. Children's behaviour is very good and they are polite and respectful, responding positively to staff requests. They are developing strong relationships with each other, and the staff, and show they feel secure and valued in the setting as they separate easily from parents.

## 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

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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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## **Annex B: the Childcare Register**

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

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