

Tregony Pre School and Playgroup

Inspection report for early years provision

Unique reference number	102975
Inspection date	15/02/2011
Inspector	Lynne Bowden

Setting address	Back Lane, Tregony, Truro, Cornwall, TR2 5RP
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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

Tregony Pre-school and Playgroup is a committee run group. It opened over 20 years ago and operates from a designated classroom in Tregony C P School, situated in the village of Tregony, Cornwall. A secure area is used for outdoor play activities. The setting is open each weekday from 9am until 3.15pm, during term time only.

The setting is registered on the Early Years Register for a maximum of 24 children at any one time. There are currently 22 children aged two to five years on roll. Two, three and four-year-old children receive funding for nursery education. The pre-school supports children with special educational needs and/or disabilities and children with English as an additional language. Some children also attend other providers of the Early Years Foundation Stage.

The setting employs four staff. All have early years qualifications to NVQ level 2 or 3. The setting receives support from an advisory teacher from family services.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good setting, where children are very confident and secure. Staff plan and provide a range of activities, which interest children and generally promote their learning and development well. Staff are aware of some of the setting's strengths and weaknesses; they identify ways to develop the provision well, overall, so have good ability to maintain continuous improvement. Parents are welcomed into the setting and well informed about the provision and their children's achievements. The setting works very well with other providers to provide continuity of care and support transition. Links with outside agencies promote children's development and support staff in meeting children's needs.

What steps need to be taken to improve provision further?

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

- improve deployment of staff to ensure every child is given appropriate challenge in order to hasten progress, particularly for more capable children
- review the organisation of snack time so that it better meets children's individual needs.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well by the effective recruitment and vetting procedures, which ensure that children are cared for by suitable and qualified staff. The safeguarding children policy and staff training ensures staff are prepared to take

appropriate action to safeguard children. In the event of an accident children benefit from all staff holding first aid qualifications. Effective risk assessments are carried out, which help keep children safe; the premises are safe and secure. Packed lunches are stored appropriately and staff prepare nutritious and healthy snacks. Staff make effective use of the range of resources, which engage children's interest and promote their learning. However, on occasions, the needs and demands of younger children distract staff from spending time with, and providing sufficient challenge to, the independent and more self-sufficient older children. Consequently, the more capable children are not always challenged or stretched sufficiently to develop their skills, for example in simple calculation, owing to the way staff are deployed.

Staff demonstrate a clear determination to improve the provision, for example, through attending regular training to increase their knowledge and understanding. They have taken effective steps to address weaknesses identified at the previous inspection. They regularly meet as a staff group and with other local providers. This helps staff to share information and learn from others' practice and experience. It leads them to change their practice, for example, the planning system, and evaluate the impact on outcomes for children. This supports them in identifying areas for development or improvement, which they do well overall. As a result, they achieve better outcomes for all children. Equal opportunities, difference and diversity are very well promoted, overall. Staff work well with parents and other agencies to identify and meet individual children's needs; for example, they secure resources to help meet these. Staff also have highly effective partnerships with other providers of the Early Years Foundation Stage to provide continuity of care and to support children's transition to school. Partnerships with parents are effective, with staff asking for their help with other languages, when needed. Parents are encouraged to come into the setting and show and discuss family pets and new family members.

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

Children are very secure and confident at this welcoming setting and make good progress in all areas of learning. Staff create inviting environments, both indoors and outside, that support children to become active learners. Children are engaged and interested in the range of activities and resources staff make available to them. Routine activities are used by staff to enable children to practise and develop their skills purposefully. For example, children self-register on arrival at the setting and at snack time. Here, children enjoy trying to spread butter on their toast developing their independence and hand skills as they do so. However, the organisation of snack time does not ensure that children are purposefully engaged. This is because they have to queue for some time in order to receive their food and drink, which results in some spillages. Staff monitor children's progress to show when milestones are reached. They assess what children need to learn next well overall, identifying their 'next steps', so learning is progressive. Staff monitor records to evaluate the balance and effectiveness of their planning. Occasionally, they miss spontaneous opportunities to stretch the more capable children in their

play, owing to the demands of the younger ones.

Children develop independence as they try to dress themselves appropriately in readiness for outdoor play, responding to the expectations of staff. Older children confidently access resources they need for their activities, such as scissors, which they handle and use safely. Daily access to the outdoor play area enables children to enjoy the fresh air and explore their environment. Dressed in appropriate waterproofs and boots, children enjoy splashing in puddles and mud, despite light rain. They enjoy climbing to the top of the slide by using the ladder or the climbing wall, dependent on their confidence and ability. They learn to do so safely, behaving well, so that others are kept safe too. They happily enjoy hauling resources up to the top of the slide using a pulley and winch, developing their strength, making full use of the interesting range of resources provided by staff. Children develop coordination and pencil control as they use a variety of materials and situations to practise early writing. These include chalks in outside play, markers at the white board and colouring pencils. They become aware of different languages and forms of communication, through dual labelling and learning some sign language. Thus they learn to respect diversity and difference, whilst gaining useful skills for their future lives. They behave well, learning to share and accept differences. Children concentrate when listening to stories in circle time. They act out their own stories and scenarios confidently at the puppet theatre.

Children understand the importance of good hygiene as they wash their hands before meals. They learn about health issues and use very expressive and descriptive language as they observe the affects of time on a selection of fruits left out for a week. They remember and compare the changed appearance, size and texture of the fruit and discuss whether they would eat them, once they've become squashy, discoloured or covered in mould.

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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