

Ducklings Venterdon Pre-School

Inspection report for early years provision

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Inspector

Julie Wright

Setting address

Venterdon Chapel, Venterdon, Callington, Cornwall, PL17
8PD

Telephone number

07813 929171

Email

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

Ducklings Venterdon Pre-School opened in 1979. The pre-school is managed by a voluntary management committee, made up of parents of children at the pre-school. It operates from a converted Methodist Chapel Hall in Venterdon village near to the town of Callington. Facilities include access to a nearby enclosed outdoor play area. Children from the local village, surrounding hamlets and farms attend the pre-school. It is open each week day from 9.00am until 1.00pm, during school term times.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 24 children aged under eight years, 24 of whom may be aged from two years and within the early years age range, at any one time. There are currently 33 children on roll, all of whom are in the early years age group. The setting is in receipt of early education funding for children aged three and four years. There are six staff employed to work with the children, five of whom hold early years qualifications. The group is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff meet the requirements of the Early Years Foundation Stage framework exceptionally well. They have an excellent awareness of children's individual needs and promote inclusion thoroughly. Children are very happy and benefit from an extensive range of activities. Staff have extremely good relationships with parents, promoting significant partnerships. Communication systems are highly effective and most aspects of assessment are rigorous. Staff reflect on their practice and demonstrate a clear commitment to further improve their provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further the information sought from parents when children first attend, to clearly identify developmental starting points and capabilities.

The effectiveness of leadership and management of the early years provision

Staff are thorough in their assessment of risks and procedures to minimise hazards. They supervise children closely at all times and are highly conscious about safety aspects. For example, doors are constantly secured and monitored as

people enter or leave the premises. Children are taught how to stay safe and to fully understand routines and expected responses. Vetting and recruitment procedures are robust and staff demonstrate a confident awareness of their responsibilities. This ensures that children are cared for by suitable persons and there is an effective appraisal system to assess continued suitability. Staff maintain up to date knowledge and awareness of Local Safeguarding Children Board procedures. They attend relevant training and inform parents of all policies and procedures. Comprehensive policies and procedures to promote children's welfare are fully implemented. Staff promote inclusion exceptionally well and are highly attentive to the individual needs of children. They have close links with local schools and childcare providers, which contributes to effective transitions for children. Records and documentation are in good order and reflect efficient management of the setting. Staff attend an extensive range of training courses and demonstrate new inspiration in their provision. For example, additional activities are provided to enhance the speech and language programme.

Staff are meticulous in their planning and provision of activities for children. Space is utilised exceptionally well to thoroughly promote children's interest and learning. For instance, the secure entrance area provides a separate place for small group activities. This enables staff to divide children into appropriate age and ability groups, ensuring fully effective learning opportunities. Excellent attention is given to the outdoor environment, with continuous improvements to the provision. Staff also use the local community to good effect, developing children's sense of belonging and awareness of their environment. Premises, toys and equipment are in suitable condition, with appropriate procedures in place for maintenance. Children make confident independent choices from the wide variety of accessible toys. A wealth of signs and labels, showing words and pictures, are evident around the setting. Staff are highly skilful in their use of visual prompts, such as, picture cards and 'time-lines'. This is of particular benefit in helping children make decisions and informed choices. Children's creativity and photographs form bright displays and are a useful source of information for parents. Staff are thorough in their implementation of procedures to promote good health and hygiene with children. They demonstrate exemplary behaviour management practice, with consistent and effective methods.

Thorough and rigorous systems to observe, assess and plan for children's individual progress are evident. Staff effectively identify next steps for each child and carefully note these in their activity plans. They take account of children's interests and incorporate them into the learning intentions. Children's records show that they are making excellent progress in the setting. Parents have access to the records of progress at all times and contribute to them. The files are used on a formal and informal basis, for example, at parent evenings or spontaneously during a session. Staff readily respond to parent queries and demonstrate children's progress with clear examples. Staff, committee members and parents work exceptionally well together. They have a dedicated commitment to securing improvements for children. This is done through effective self-evaluation and various fund-raising events. Parents provide extremely positive feedback at inspection. The setting is highly valued in the community and families are exceptionally happy with the care given. Staff ensure that parents are very well informed of daily activities and forthcoming events. Parents are made very

welcome in the setting, with voluntary help greatly appreciated.

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

Children thrive in the highly stimulating and interesting environment. They form friendships and close attachments with their peers and consistent team of staff. Children make excellent progress and take a keen interest in activities, developing good concentration and independent skills. They listen carefully to staff and respond promptly to familiar signals. For example, they understand the fire evacuation procedure and what to do in an emergency. Staff use a series of 'traffic light' cards, whereby children stop and stand still when the red circle is held up. Orange depicts a change that is occurring and green indicates that children may go and carry on. Children show an excellent awareness of routines and safe behaviour. For instance, they put on their 'listening ears' headbands prior to going outside. They stop, listen intently and then talk about the sounds around them, such as, birds, breeze or vehicles. Children wait patiently until staff confirm that the lane is safe to cross in order to enter the safely enclosed play area. On other outings in the village children walk in an orderly line, holding hands with each other and adults. They make interesting observations and show great interest in their surroundings. For instance, they watch people working on their allotments and see farm vehicles working in neighbouring fields.

Children develop a keen sense of belonging and positive attitudes towards others. Staff effectively promote children's early awareness of their own heritage and other cultural traditions. Children delight at dressing-up for events, such as, to reflect a favourite character in World Book Week and wearing green clothes on St Patricks Day. They make and try different foods, for example, pancakes on Shrove Tuesday and noodles for Chinese New Year. Resources are readily accessible to children and reflect positive images of diversity. Children have fun and become aware of similarities and difference in age-appropriate activities. For instance, at registration time they decide how they would like to say 'good morning' today. With great confidence they then choose to say 'bonjour' to each other. The role play area is used exceptionally well by children. They demonstrate competent and imaginative skills, designating and agreeing roles for each other. Resources and activities are carefully prepared to extend children's learning. Children play imaginatively in the 'opticians', using reading cards and wearing various spectacle frames. These include sun-glasses, promoting children's awareness of sun safety. They consider why some people need glasses and how people without sight are affected. For 'Mother's Day' children create a gift shop with contributions from home. Each child brings an item for the shop and then 'buys' a gift to wrap and take for a chosen relative. This makes learning great fun, whilst also promoting children's care and respect for others. Children benefit from an excellent balance of free-play, small and large group activities. Additional support is readily available and staff work closely with parents and others in the interest of children's welfare. Children feel secure and understand the daily routines. They select their names at various times to self-register, such as, prior to going to café style snack area. Children are involved in the preparation, including cutting fresh fruits and pouring

drinks. They bring packed lunches and enjoy sociable snack times. Staff promote healthy eating and children's individual dietary requirements are met.

Children enjoy fresh air and exercise at every session, donning wet weather suits and wellies if it is raining. They also take part in physical play indoors, playing action games and singing enthusiastically during music and movement sessions. Outdoor activities further promote children's knowledge of nature and being healthy. For example, planting boxes in the garden provide opportunities for children to sow and grow flowers and vegetables. Children run around and play on wheeled toys, developing physical skills and coordination. A wooden tee-pee structure provides a den area and children also go into their natural 'cave', which is a large bush. Staff are creating a bamboo maize and leaving an area of grass to grow long, providing additional experiences for children. A butt and watering cans enable children to water plants, wet the soil and to consider capacity as they fill and pour from the containers. Parents have helped considerably in the development of the garden, in construction and provision of materials. They also take part in activities when children take home a special teddy bear and reading books. Staff seek appropriate initial information from parents using 'All About Me' booklets, which helps children to settle in. However, children's current stage of development and capabilities are not clearly evident. Children develop high levels of self-esteem and behave exceptionally well. They respond promptly and willingly, for instance, when the familiar music is played to signal 'tidy-up' time. Children busily pick up and put away, being animated by the song playing. Staff prompt children to recall how they helped and then give reward stickers, which children are proud to receive.

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?	1
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	1
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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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