

Boscastle Play School

Inspection report for early years provision

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Inspector

Julie Wright

Setting address

Fore Street, Boscastle, Cornwall, PL35 0AU

Telephone number

01840 250760

Email

Boscastle.pre.school@btconnect.com

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

Boscastle Play School has been established since 1969 and was registered at the current premises in 2010. It is run by a management committee and operates from a purpose designed building, locally known as 'Top School' in the village of Bocastle. The play school provides indoor and outdoor play areas, kitchen and toilet facilities. Play school sessions are available between 9.00am and 3.00pm, on a full or part time basis. The setting is open Monday to Friday during school term times. A breakfast club facility is also available to children aged up to 11 years, from 08.00am until 08.50am.

The play school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 20 children aged from two years to under eight years at any one time. There are currently 14 children on roll, all of whom are in the early years age range. The setting is in receipt of early education funding for children aged three and four years. The play school employs four staff, all of whom have appropriate early years qualifications. The setting is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff promote inclusion and effectively meet the individual needs of children in their setting. Consequently, children are very well cared and make good progress in their overall development. Staff have secure knowledge of the Early Years Foundation Stage framework and most aspects of the assessment procedures are thorough. Excellent use is made of the premises, resources and local environment to promote children's learning. Staff have positive relationships with parents and good links with other providers in the area. They reflect on their practice and demonstrate a clear capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the procedures to clearly identify children's starting points and to involve parents in the ongoing records of children's development.

The effectiveness of leadership and management of the early years provision

Boscastle Play School has an established, experienced staff team who work very well together to provide interesting activities for children. All policies and procedures in respect of children's health, safety and well-being are implemented

in practice. Robust vetting and recruitment procedures ensure that children are cared for by suitable persons. Induction and appraisal systems are also in place to monitor continued suitability. Staff have a good understanding of the Local Safeguarding Children Board procedures and attend relevant training. Parents are informed of the policies in respect of children's welfare. Staff conduct frequent safety checks and complete written risk assessments to minimise hazards. Fire evacuation procedures are regularly practised and logged, which contributes to children's safety. Records and documentation are clearly organised and maintained in good order. Therefore, children are cared for in a secure, safe and stimulating environment.

Staff promote all areas of children's learning. Resources are in good condition and readily accessible to children, promoting independent choices. Children have immediate access to the outdoor play area, which is partially covered. This enables children to play out whenever they choose to. Staff are able to supervise the children from all areas due to the open plan design. For example, children in the outside play house can be seen through glass panels in the main play room. A strategically placed mirror is being fitted to ensure that staff can monitor an external storage area. The lower level of the outdoor play area provides excellent learning opportunities for children. Staff also plan exciting outings in the local vicinity where children discover and experience nature as they play. Children's individual dietary requirements are met by the arrangements made in respect of food and drink. Parents provide packed lunches for children who attend at this time of day. Staff offer healthy snacks and ensure that drinks are accessible to children during the session. The daily routines and facilities contribute effectively to children's early awareness of being healthy, hygienic and safe. Staff are attentive to children's needs, promoting self-esteem and positive behaviour.

Staff plan an effective programme of activities to promote children's interest and development. They take account of children's ages, abilities and individual preferences to ensure suitable challenges to learning. Suitable systems are in place to observe, assess and plan for children's progress. They identify children's next steps and then plan for their progress. Initial information is sought from parents, which helps staff to settle children in and meet their general care needs. However, it does not clearly identify developmental starting points and capabilities. Staff compile a summary assessment of children's progress and invite parents in to discuss welfare and development. They ensure that parents see the on-going records of progress on a regular basis, although opportunities for parents to contribute are not thoroughly promoted. Parents value the provision and provide positive feedback at inspection. They are very pleased with their children's progress and enjoyment in the play school. Since the last inspection the most significant improvement has been the change of premises. Staff continue to attend relevant training to ensure up to date childcare knowledge and awareness. They have regular discussions and meetings in order to review the effectiveness of their provision. Staff have a clear vision for future development, with suitable action plans in place. They have positive working relationships with others, such as, primary school staff, local authority support services and local businesses. Children benefit from good support systems and effective transitional arrangements.

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

Children show a good sense of belonging as they arrive happily and immediately engage in play. They form warm relationships with staff and friendships with each other. Children play very well together, learning to share, take turns and to have respect for others. Achievements are acknowledged and celebrated, with praise, encouragement and reward stickers during the session. Children's creativity and photographs are displayed, providing information for parents and promoting self-esteem. Children make confident choices, such as, whether to play inside or out. They develop independent skills as they select and put on their coats, demonstrating competence in their personal care. Daily routines and expectations of behaviour are understood by children. For example, children know when it is safe and appropriate for them to run around. They respond promptly when the bell signals snack or lunch time and then help with the preparations. Staff promote children's learning throughout the sessions, taking opportunities to extend interest and challenges in play. For example, mathematical language and understanding are incorporated into many activities. Children develop a sense of self, with an awareness of similarities and difference in people and places. During the "All about Me" activities they make clay models, constructing their facial features. They learn about their bodies, how they grow and change, and bring in photographs of their relatives, depicting different generations. St Piran's Day and Cornish traditions are celebrated, promoting children's awareness of their heritage. Staff also promote children's awareness of diversity, providing opportunities for children to consider other backgrounds and abilities. Children listen to different types of music, taste exotic fruits and at circle time they say "Hello" in other languages.

Children benefit greatly from frequent outdoor play opportunities. They are taken to visit a local woodland area to experience adventures in a "magic garden". Children help to make a camp in the valley and learn safe boundaries as they explore. For example, they learn to use the rope swing carefully and how to avoid risks near the stream. Each week children also go to a local sports hall, taking part in a good variety of physical activities. They develop skills and coordination, using a wide range of play equipment. At the play school children develop an excellent understanding of the natural world. They have a tank with stick insects and one with tadpoles, collected from their garden. Children also develop a sense of care and responsibility as they help to look after the guinea pigs. They investigate the wormery and learn about composting in the garden. Innovative activities include potting sapling trees and taking them home to plant in their own gardens. Flowers and vegetables are sown and grown indoors and outside, with children actively involved in their cultivation. There is a tap, watering cans and wheelbarrows for children to use as they learn how to look after their produce. These activities also contribute significantly to children's understanding of being healthy.

Children show competence in their use of use of information and technology equipment, including wireless speakers. They know how to turn things on, off, up and down, learning how to control resources. They respond with enthusiasm as familiar games and programmes appear on the screen. Web cams are being installed to enable children to view the nesting box and bird table, to enhance

learning. Early literacy and language skills are promoted well in the play school. Children listen to stories, interacting with staff and recalling the sequence of events. They are encouraged to use their imaginations, for example, by changing the ending of a story. Children take books home on a regular basis, which promotes shared reading and encourages them to have responsibility. Children use a good range of play materials, tools and equipment during the sessions. They engage with staff, contributing their thoughts and ideas. For example, children help to create a display of numbers, colouring them in and talking about the order in which they need to be placed. Parents are well informed of children's activities through notices, displays and newsletters. They are also involved in children's learning with the use of resource packs. These include games and books with information sheets to extend play activities at home.

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	1
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	1
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