

St Neot & Cardinham Pre-School

Inspection report for early years provision

Unique reference number EY420034
Inspection date 10/05/2011
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

Cardinham and St Neot Pre-school has been registered since 2003 and moved its new premises in 2010. It operates from a purpose built outreach children's centre based at St Neot School. It is open on Tuesday, Thursday and Friday from 9.30am to 12.30pm, during term times only. All children have access to a secure enclosed outdoor play area.

The setting is registered by Ofsted on the Early Years Register, to care for a maximum of 24 children aged from two years and within the early year's age group. There are currently 32 children on roll. The setting receives nursery education funding for three and four year olds. Children come from a wide catchment area. The nursery currently supports children with learning difficulties and or disabilities. The pre-school employs five staff, each of whom has an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and secure at this setting. Staff plan and provide a range of activities which interest children and promotes their learning and development. The setting have identified their strengths and some weaknesses and made plans to address them, though they lack clear systems to monitor their effectiveness. Staff work well with other agencies to meet individual children's needs. Parents are generally well informed about the provision and 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:

- develop the learning journeys further to clearly identify children's next steps and encourage parents continuing involvement in their children's learning and development
- develop systems to monitor the effectiveness of the educational programme.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by the effective recruitment and vetting procedures which ensure that they are cared for by suitable and qualified staff. All staff have received training on safeguarding. This along with the safeguarding policy and procedures supports them in protecting children. Regular risk assessments are carried out to keep the environment safe and the premises are secure.

Effective procedures are in place to address any medical needs and sufficient staff hold first aid certificates. All necessary medical records and documentation are completed. Staff follow good hygiene practices and remind children to wash their hands at appropriate times. Staff encourage children to use the outdoor play area, by providing activities and resources there that interest children and encourage their progress. Nutritious snacks are provided and staff have attended food safety training. Staff are aware of and take steps to cater for children's individual dietary meals.

The setting has addressed the recommendations made when they were in previous premises and have arranged training to improve their knowledge of planning further. They have no clear system to monitor the overall effectiveness of their educational program and planning. Key workers use their knowledge of the children to identify individual children's next steps and this information along with the children's interests is used to inform planning. Parents are informed about children's activities and levels of development in their children's learning journals. However, these do not include the next steps identified for the children, to enable parents to support their children's progress.

The setting is well resourced, including resources showing positive images of people with physical disabilities and from a range of cultures.

The setting works effectively with other agencies such as the speech and language therapists to meet children's individual needs. They teach and encourage the use of sign language within the setting. The setting works well with other providers of the Early Years Foundation Stage, to support children's transitions and promote continuity of care and children's progress.

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

Children are confident at this setting, where children are comfortable and confident with their carers. They confidently make choices about their activities and asking staff for help and resources as required. They make good progress in all areas of learning. Children develop and learn as they are engaged in activities that interest them. Children listen intently as a visiting fire officer and dog handler introduces his dog and talks to them about their work. The children confidently and proudly talk about their own pets with him.

Children's regular participation in fire drills teaches them how to react safely in case of fire. They behave well and have a clear understanding of what is expected of them, having been involved in establishing the groups 'Golden Rules' at the start of the school year. They quickly and enthusiastically all participate in tidying up in readiness for circle time. They enjoy singing familiar songs and rhymes at circle times. Children listen and watch with interest and concentration, participating with suitable comments as they are told a story, supported with props from the story sack.

Ready, access to the outdoor play area lets children enjoy the fresh air and observe the environment. There they enjoy playing on the climbing frame and slide. They enjoy using ride on toys and develop ball skills as they throw and catch balls together. They enjoy mark making with chinks, creating their own pictures and identify different numbers drawn by a member of staff for them. They use

their knowledge of number as they use the large domino set outdoors.

Indoors they develop their awareness of shape and size as they use jigsaws and shape sorters. They develop coordination and hand strength as they use tools to create patterns in sand and dough.

Children become aware of and learn to respect and value diversity, when they use and access a range of resources that present positive images of different cultures and disabilities and learn about local and other people's celebrations and customs. They are beginning to learn and use sign language to communicate with their friends and staff.

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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