

# Crafthole Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	102798
<b>Inspection date</b>	23/05/2011
<b>Inspector</b>	Lynne Bowden
<b>Setting address</b>	Sheviock Memorial Hall, Crafthole, Torpoint, Cornwall, PL11 3DF
<b>Telephone number</b>	07900 553116
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Crafhole Pre-School opened in approximately 1979. It is managed by a committee of parents and friends of the provision. It operates from two rooms within the village hall of Crafhole and all children have access to an enclosed outdoor play area. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 26 children under eight years. There are currently 32 children on roll; aged from two to five years. The pre-school currently supports children with learning special educational needs and disabilities. Children attend from the local rural community and the Torpoint area. The pre-school opens for five sessions each week during term time. Sessions are from 9.30am until 12.30pm, with a lunch club until 1pm. The pre-school employs six staff; over half of whom hold appropriate early years qualifications to at least level 3. One member of staff is working towards her level 3 qualification and the pre-school regularly has childcare students visiting for their work placement. The pre-school has received the "For one child and all children" quality assurance award.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Staff embrace the Early Years Foundation Stage framework and implement it extremely well to promote individual children's learning and development through inspiring play and purposeful routines. Children's safety is assured through the highly effective systems conscientiously implemented to keep them safe and secure. Partnership with parents is a high priority and a particular strength of the pre-school, which ensures children's welfare and any additional needs are well met. Staff support all children's communication proactively, with some use of sign language. A consistent workforce with strong communication leads to excellent teamwork among the staff. Their commitment to high quality practice is evident within their comprehensive self-evaluation processes, demonstrating their ability to effectively maintain continuous improvement.

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

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

- optimising children's communication skills through an improved knowledge and understanding of sign language.

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

Children are kept safe from harm because robust and rigorous recruitment and vetting procedures are conscientiously followed. There is an effective, comprehensive procedure to deal with child protection issues of which staff have a secure knowledge and understanding. Staff control access to the premises, meticulously checking identities and keeping a detailed record of all visitors. Detailed, highly effective risk assessments are carried out regularly to ensure that the premises, resources and activities are safe.

Staff are committed to maintaining and improving their highly effective practice through training and reflective practice. Together, they produce a very accurate self-evaluation form, using both staff and parental contributions to enhance practice. Taking these positive and effective steps towards developing practice clearly demonstrate the pre-school's ability to maintain continuous improvement. Through their comprehensive and efficient self-evaluation process, staff identify that improving their knowledge of sign language, and using it in addition to their verbal communications throughout the pre-school, will optimise children's communication and understanding on all levels. However, this is not yet in place.

Very effective systems are established to share information with other providers of the Early Years Foundation Stage where children also attend. Highly effective links with local schools support children's transitions to them.

A wide range of good quality resources are available to interest and challenge children, both indoors and outside. Staff arrange a selection for each session, and as children are aware of the remaining stock of resources, they freely ask for their favourite choices. The pre-school is also able to provide all children with very positive outdoor experiences as a staff member is trained and qualified in Forest School methods. Through this method, children are able to extend their outdoor play experiences and discover natural materials. For example, they can bounce on spongy vegetation, roll down slopes and create models of hedgehogs, using clay and twigs.

Parental feedback is very important to staff, and the parent's involvement is very strongly encouraged and valued. This leads to parents contributing to their children's learning journals and a high proportion of parents being involved as parent helpers. The pre-school regularly consults parents on the provision and acts on their suggestions and feedback.

The stable team of staff work extremely well together to support children's development and meet their needs. The consistent and positive approach to behaviour management leads to the children being aware of expectations and learning to behave very well. Highly skilled interventions by staff very effectively promote children's development, learning, independence and confidence. Clear records of children's progress enable staff to monitor the effectiveness of their planning and practice, along with individual children's progress.

Staff promote very good hygiene practices; they encourage children to dispose of tissues hygienically after wiping their own noses and to wash their hands at

appropriate times. Respect for difference and diversity are very well promoted by the provision of a range of resources, showing positive images of different races, and by activities involving different cultures and languages. The pre-school is highly effective at meeting the needs of children with special educational needs and disabilities in close partnership with parents and other agencies. These forward thinking links with outside agencies and other providers support staff in promoting children's development consistently well.

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

Children learn to feel very confident, secure and safe at the pre-school and so are able to relax and explore. They develop their coordination as they practise throwing and catching. They enjoy exploring a variety of media, such as sand and modelling dough and discover how to use tools to pour and manipulate them. Children enthusiastically participate in music sessions, when they enjoy singing familiar and new songs, beating out rhythms on a variety of instruments and adjusting and controlling the volume skilfully.

Children thoroughly enjoy outdoor play, where they control and manoeuvre ride-on toys, showing their awareness of road safety rules as they use a lollipop person's sign to control the traffic. Others enjoy experimenting with streamers, making large, fast movements to make them flow. Children enjoy exploring the environment and are extending their individual understanding of natural materials during forest school sessions.

Children demonstrate their knowledge of number and begin to learn about time through discussion with adults and the use of model clocks. Children learn about their own and other cultures in activities and discussion. They listen with rapt, intent concentration, as they are read the account of 'Stripe', the toy tiger's adventures over the weekend, when he has been taken home by one of the children.

Children become aware of difference and diversity through seeing positive images of people from different cultures and learning some words from other languages. They behave very well; being aware of expectations at the pre-school where positive behaviour is rewarded. Children take turns and are learning to negotiate. They enjoy taking responsibility. For example, children enjoy helping to tidy up to minimise the risk of tripping; watering the plants in the outdoor area, and feeding the birds. Their ability to take responsibility, cooperate and behave appropriately equips them with skills for their future well-being very effectively.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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