

Fowey Pre-School

Inspection report for early years provision

Unique reference number 102809
Inspection date 17/06/2011
Inspector David Nebesnuick

Setting address c/o Fowey Community College, Windmill, Fowey, Cornwall,
PL23 1HE

Telephone number 01726 833188

Email

Type of setting 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.

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
W: 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

Fowey Pre- School Playgroup has been registered since 1969. The group has been located in its present building for 10 years. The playgroup operates from one main room located in the Fowey Leisure Centre complex at Fowey Community College. The group also has access to the dance studio, the main hall and secondary school field. There is an enclosed secure outdoor play area. The local Primary School is a short walk from the Pre- School. The playgroup serves the main town of Fowey and outlying rural districts. Fowey is a holiday location and a working port. The playgroup is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The Pre- school playgroup may care for no more than 24 children from 2 years to under 8 years at any one time. There are currently 38 children from two to four years of age on roll. This includes 13 three-year-old children and 13 four-year-old children receiving funded nursery education. Children attend for a variety of sessions. The playgroup supports children with special educational needs and/or disabilities. There are currently no children who speak English as an additional language attending. The playgroup opens five days a week during school term times. Sessions are Monday to Friday 9.00 am to 12.00 noon and 12.00 noon to 3.00 pm. There are five staff employed who work full time with the children, of which one is an administrator. All staff have early years qualifications to National Vocational Qualification Level 3. The provision receives support from a teacher from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good.

Children are happy and feel very secure in this welcoming setting. The manager and staff have worked hard to provide the many opportunities that support the children's good learning and development. The setting has developed excellent links with parents and carers, the local schools and with support agencies. The playgroup is inclusive and caters well for children with special educational needs and/or disabilities. The manager and staff are committed to improvement and show a good capacity to achieve this, especially by strengthening the overall learning objectives and systematically reviewing policies and procedures.

What steps need to be taken to improve provision further?

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

- identify the setting's overall development priorities more effectively
- ensure that all procedures and policies relating to self evaluation and the setting of priorities are regularly reviewed and updated.

The effectiveness of leadership and management of the early years provision

The setting has good recruitment and vetting procedures which ensure that the children are cared for by suitable and qualified staff. Risk assessments are carried out regularly. There is a comprehensive safeguarding policy that includes all necessary requirements. Staff training is up to date and is seen as a priority in the setting. There are a few minor omissions in the recording of the safety checks on staff that were changed during the inspection. Records relating to the complaints' procedure, accidents, medication, parental consents and children's details are all appropriate.

Partnerships with parents and carers are outstanding because of the amount of information shared and the consultation that occurs. Parents and carers confirm that they are fully involved and they are very happy with the provision. Similarly, very strong relationships have developed with the host secondary school and leisure centre that enable extensive use to be made of the sports hall and dance studio. Transition is very effective with the nearby primary school, primarily because of the quality of the learning journals that go with each child.

The setting is well led and managed and staff meet regularly to discuss the specific needs of each child. Each key worker is very caring and knowledgeable about each child's unique needs. Equality and diversity is promoted strongly. For example, staff ensure that both boys and girls have equal access to all resources and activities. Staff are deployed extremely effectively. Children receive effective support to access the information and communication technology programs, to develop their reading skills and to encourage a greater understanding of number.

Staff use regular observation and assessment systems to identify individual learning priorities and to plan relevant learning experiences for the children. However, the overall evaluation and setting of priorities for the playgroup lack clarity, as they are not linked sufficiently to the specific learning experiences of the children. These priorities have not been reviewed or evaluated for 18 months, although changes have taken place within the setting. Good progress has been made in addressing the recommendations from the previous inspection. In particular, parental permissions are routinely sought before any action is taken and the complaints procedure is up to date and regularly reviewed. There is a much greater emphasis on reinforcing children's understanding of number and there are good opportunities for encouraging children's writing.

Staff work well together and attend training opportunities to enhance their expertise and qualifications. The setting encourages and supports trainees from the neighbouring secondary school and from St Austell and Truro Colleges.

The indoor physical resources are used very effectively. The main playroom is

bright and welcoming and the activities are carefully planned to ensure a progression from wet and sand play areas through the building and construction sections to the soft play and reading and writing areas. Similarly, the use of the outdoor area is planned well and effective in providing a very stimulating learning environment. These ensure that the children make good progress. The sports hall and dance studio are used very well as a result of careful curriculum planning.

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

Children are engaged, enthusiastic and energetic learners. They move freely around the wide range of activities and show good application and focus. They settle very quickly at the start of the morning session because they enjoy coming and they show a strong sense of feeling safe. Parents and carers confirm that their children love coming to the playgroup. Children readily share equipment and challenge each other to build and balance the tower blocks. They enjoy looking at books with their peers, listening to stories, in 'Circle Time', and respond well to staff prompts about the stories. They develop good skills using information and communication technology and experiment with different paints to develop their understanding of shapes and images. Staff photograph important learning milestones and these are entered into the learning journals to record children's progress over time.

The children enjoy the use of the sports hall and they run very enthusiastically around the perimeter before using the mats, balls and trikes. They show considerable knowledge and understanding of the importance of regular exercise. Their commitment and involvement is very clear. The physical separation of the outdoor area from the playgroup prevents free flow and this reduces the development of each child's responsibility as the frequency of the outside activity is decided by the staff as is the use of the other facilities outside the main play area.

The children's behaviour is exemplary to each other and with the staff. They share resources carefully and, with the encouragement of the staff, they develop confidence and purpose in the way they use their time. The children are keen to share their experiences with visitors and talk confidently and enthusiastically about their choice of paints and they are proud to demonstrate how they weigh the sand and stones on the scales.

Children are encouraged by the staff to take initiative whenever possible, including at snack time where they collect and pour out the water and milk having counted out how many beakers are required. They show an excellent understanding of healthy eating. They differentiate between raw vegetables and fresh fruit, explaining the benefits of each. Most children select their own portions and eat what they have chosen. They have a very good understanding of why they should wash their hands before eating and when toileting. One boy explained, 'My hands, when I don't wash them, are covered with germs and they are nasty'.

The children are encouraged at all stages to develop independence and there is much evidence to show that they enjoy problem solving. The learning journals indicate that all make good progress in developing their writing numeracy and information and communication technology skills. A minority make very good progress. They have a positive attitude towards learning. They demonstrate in their play together that they recognise that all children are different with specific individual needs and this helps them to value diversity. Children are well prepared for their next stage in learning and development.

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	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	2
--	---

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	1
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

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

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