

St Martin Twinkling Stars

Inspection report for early years provision

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Inspector

David Nebesnuick

Setting address

St Martin in Meneage School, St. Martin, Helston, Cornwall,
TR12 6BT

Telephone number

01326 231447 or 01326 231069 (Leader)

Email

Type of setting

Childcare - Non-Domestic

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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

St Martin Twinkling Stars is a pre-school that is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It has provided day care since 1998. The pre-school may care for no more than 12 children in the early years age group, of these, not more than 12 may be under two years at any one time. It must deliver all elements of the learning and development requirements unless exemption from those parts applied for is granted by the Qualifications and Curriculum Authority. The pre-school operates from a separate building in the grounds of St Martin in Meneage School in Helston. The pre-school serves the surrounding rural area. There are currently seven children on roll aged from two to four years. This includes three children who receive funding for nursery education. Children attend for a variety of sessions. The group opens five mornings a week from 9am until 12pm and Tuesday and Thursday afternoons, 12pm until 3.15pm when there is sufficient demand during school term times. There are three staff working with the children. The leader has an early years qualification to National Vocational Qualification (NVQ) Level 4 and is part way through a degree in teaching early years, and the other two members of staff have an early years qualification to NVQ Level 3. All staff are suitably first aid and child protection trained; one has had training for dealing with children with special educational needs. The setting receives support from an advisory teacher from the Cornwall Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-school Learning Alliance (PLA). There is access for those with disabilities at one of the two entry points.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

St Martin's Twinkling Stars is an outstanding setting. It has maintained the outstanding judgements from the last inspection and improved on those previously judged as good. The manager and her highly committed team work tirelessly to ensure the very highest quality provision. Relationships, at all levels, are excellent and as a result children's achievements are outstanding. The setting has excellent capacity to maintain its outstanding provision and to continue to improve.

What steps need to be taken to improve provision further?

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

- enhance the outdoor equipment to support the physical development of the younger children in the free-flow area.

The effectiveness of leadership and management of the early years provision

The safeguarding and child protection policies are extremely comprehensive and include all the required elements. They are regularly and recently updated. There are very effective recruitment and vetting procedures which ensure that the children are cared for by suitable and well-qualified staff. Staff training has a very high priority in the setting and makes a very important contribution to continuous improvement of the children's learning opportunities. Comprehensive risk assessments are in place and records relating to accidents, medication, children's details, parental consents and attendance of children, staff and visitors are all appropriate. Regular fire drills are carried out in close liaison with the primary school so that children become familiar with them. The site is secure and the premises accessible, although this needs to be extended to both access points. The setting is very inclusive and adults are highly effective in ensuring that all children are very well integrated. As the numbers in the setting are small, the individual needs of each child are very well known. Record keeping is excellent and the 'Learning Journals' indicate a thorough record of each child's individual progress. Parents and carers say that they are fully informed about their child's progress and that they are very happy with the provision. Some parents and carers come from outside the immediate village catchment area because of the high reputation of the setting. There are excellent links with the adjacent primary school and with external agencies. The pre-school ensures that all possible agencies, including the local university provision, are used to provide constantly improving resources for the children.

Regular assessments and observations, both short and long, are used to monitor individual progress effectively and the adults are highly successful helping the children understand the world in which they live. The resulting tracking information is very carefully analysed to reshape the curriculum, on a weekly and daily basis to develop highly focused individual activities. Medium- and long-term planning of the curriculum is outstanding. It is shared not only with the parents and carers but also with the children. The theme for the next day is highlighted on a white board. This change came from the children, indicating that they are carefully listened to and highly respected.

Leadership and management are outstanding. The manager and staff have an accurate awareness of the setting's strengths and areas for development because of outstanding and reflective self-evaluation. The recommendation from the previous inspection has been fully addressed. The staff team is very committed to providing high-quality experiences for each child and the curriculum is very much child interest led. The children's involvement and concentration during this particular session were outstanding. They listened to the reading of 'The Wobbly Tooth' with such intensity that you could hear a pin drop. Relationships are very strong.

The excellent indoor resources are used very effectively. The playroom is bright with lots of children's work displayed. There are a very good range of different activities available. There is a well-used outdoor covered area.

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

Children are very happy and confident in the setting, they enjoy coming and they form very strong bonds with adults and each other. They achieve very well because the comprehensive range of activities are thoroughly planned and organised and because the adults have an exceptional knowledge of each child's background and need. The setting's atmosphere is very open and inclusive. The children feel very safe because of the exceptional relationships and it encourages them to explore different activities, to share and exchange ideas with each other. It is an excellent setting in which to learn the skills necessary for later stages of education. Behaviour is exemplary because the children enjoy their learning. Ongoing assessment is used very effectively to ensure that the children receive targeted support to close any gaps in their achievements.

The start of the session begins with each child choosing their own name for the register board. Children then select their own activities and the adults are very skilled at supporting and developing each individual child. One group decides to draw stories in the book corner whilst the younger children become engrossed in using different shapes in the sand tray. Some move into the kitchen area and make 'cups of tea' and select 'food' for the adults. Others choose different farm animals and they are very skillfully encouraged to count and to group similar animals. The children show very good sharing skills and talk confidently about their activity to the adults. Very careful questioning encourages extended reflection of the activity and the children's interest and skills are constantly strengthened. These activities strongly support the children's confidence, motivation and self-esteem.

Two children successfully use information and communication technology to match shapes and another pair paint pictures of their parents and ships. They are both very keen to talk about their work and why they have chosen particular colours. Throughout these activities, the pace of learning is very impressive and the very skilful interventions by the two adults ensure that they are fully stretched and challenged.

There is a lively debate about 'Pancake Day' and the children indicate an excellent understanding about healthy eating. At snack time, the children choose their fruit carefully and they show each other considerable respect. Jelly is provided as a result of a child's suggestion the day before and all enjoy listening to the squelchy noises it made.

Despite the wet weather, all the children want to use their bikes outside. They show considerable responsibility in putting on their wet weather gear and then use the school's hard core area very well to develop their physical skills. There are many different pieces of outdoor equipment but there are insufficient opportunities for younger children to develop their physical skills. All children are very aware of good hygiene and the benefits of regular exercise.

The session ends with an enthusiastic singing of 'Little Peter Rabbit'. Throughout the morning the children's enthusiasm never flags. They cover a very wide range of activities and are very ably supported by the two adults to ensure that they make excellent progress.

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	1

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	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
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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