

# Halwin Community Pre-School

Inspection report for early years provision

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**Inspection date**

01/03/2012

**Inspector**

David Nebesnuick

**Setting address**

Halwin School, Porkellis, Wendron, Helston, Cornwall, TR13  
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**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*.

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## **Description of the setting**

Halwin Community Pre-School was registered in 2000 on the Early Years Register to provide day care for a maximum attendance at any one time of 20 children. It operates from a self-contained building set within the grounds of Halwin Primary School. The pre-school serves the surrounding rural area. There are currently 25 children on roll aged from two to four years. This includes 16 children who receive funding for nursery education. Children attend for a variety of sessions. The setting opens five days a week from 8.45am until 11.45am, Tuesday and Thursday afternoons from 12.00pm until 3.00pm and Friday afternoon from 12.00pm until 1.30pm. There are four staff working with the children, all of whom have National Vocational Qualification (NVQ) at level 3. The setting receives support from the local authority and the Pre-School Learning Alliance. There is access for those with disabilities at one entry point.

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

Overall the quality of the provision is outstanding.

Halwin Community Pre-School is an outstanding and inclusive setting. Children thrive in this stimulating environment and are fully included in an excellent range of activities. Behaviour and social relationships are excellent. The tracking and assessment of the children's learning is very thorough and children make excellent progress as a result of high quality planning and provision. The very effective staff team shows an excellent capacity for further 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:

- fine-tune the systems for self-evaluation in order that the continuous improvements are more clearly documented.

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

The safeguarding and child protection policies are very thorough and are reviewed very regularly. They meet all the statutory requirements. Highly effective recruitment and vetting procedures ensure that the children are cared for by suitable and well qualified staff. Rigorous risk assessments are used very well to identify and minimise any potential dangers. Regular fire drills are carried out and first aid arrangements are comprehensive. The recommendation from the previous report has been successfully addressed. The staff know the children very well and give individual support to ensure that each child develops the necessary skills and

knowledge to make exceptionally good progress in relation to their starting points. The introduction of the key person system has ensured that each child's unique needs are identified and met exceptionally well. The manager and her team have the drive and ambition to continue to improve the quality of the children's experiences. Their capacity to sustain ongoing improvement is excellent. Planning in both the short and long term is very systematic and it is shared regularly with parents and carers who appreciate the very close relationship they have with the pre-school. Self-evaluation procedures are exceptionally thorough but do not always reflect the impact of the continued improvements to show how much has been achieved. Partnerships with the primary school are very good and full use is made of the school's outdoor facilities and minibuses. Links with the local community are excellent as shown by a recent fundraising event in the community hall. Parents and carers are very supportive of the pre-school because they highly value the newsletter, the regular meetings to discuss their children's progress and the very evident enjoyment that their children have in attending the pre-school. The entrance area provides information about a wide number of topics and a range of photographs keep parents and carers up to date with the children's progress. The environment is highly stimulating with a range of excellent quality resources. The inside area is carefully organised to encourage all children to make their own choices. Staff use their time very well to support children as individuals. The outdoor area has a very extensive range of equipment, including an excellent house for role play. During the inspection, the majority of children spent their time outside. Inclusion is a high priority in the pre-school. Equality and diversity are encouraged by a comprehensive range of photographs, books and toys. The staff use these resources to promote thoughtful discussions about the children's own Cornish culture and also other cultures. It is very clear that the children respect each other and the staff. Each child's needs are well known and every effort is made through additional training and working with other professionals to meet current and possible future needs. Morale is very high because of excellent leadership and the staff work very effectively together as a team.

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

Children thrive in this exciting and stimulating environment. They are free to move between the indoor and outdoor areas and they enthusiastically choose from the excellent range of activities and resources that promote all areas of learning. The children clearly enjoy their experience and some immediately settle into an outdoor activity and remain outside for most of the session. They are engrossed in their play and make significant gains in their learning. The shop provides some excellent opportunities to discuss the price of fruit and vegetables and the change to be given to each customer. As a result of this and other exciting activities, the children make exceptionally good progress in all areas of learning and in developing skills for the future. There is an extensive selection of creative activities such as painting, sand and messy play. Several of the children helped to paint a backdrop for St Piran's Day and demonstrated a very good knowledge of his travels from Ireland to Cornwall. The celebration of such festivals enables children to gain an outstanding appreciation of different cultures and customs.

Children willingly share their ideas and enthusiasm with each other and with the adults. They choose the reading books and listen engrossed until the end of the story and then enthusiastically discuss with each other what it was all about. Relationships and behaviour are exemplary. Children very much enjoy the atmosphere of the pre-school and show their pleasure throughout the session. They develop an excellent understanding of how to keep safe. They manage risks during their play, especially during their exploration of the dens erected on the school field. They have many activities throughout the morning for fresh air and exercise and they welcome these opportunities. They develop their physical skills by playing hopscotch, using the large climbing equipment and by fast running around the field. Independence and responsibility are encouraged and children clear up and lay the tables at snack time. The varied fruit and vegetables provide a healthy diet and many opportunities to discuss, for example, where the pineapples and melons come from. Snack time encourages each child to wait their turn, to choose sensibly and to have regard for others. They are expected to observe basic hygiene routines, such as washing their hands and even the youngest children show a high level of responsibility. Regular observations and assessments are made by each key worker and these are later included in the children's learning diaries. These observations are used very effectively to support curriculum planning. The diaries highlight the key milestones and track the progress made over time and they provide an excellent record of each child's learning. Children are prepared very thoroughly for the next stage of their education. Throughout the session children are encouraged to follow their interests. Some spend time building with construction kits, others write sentences, others spend time in the role play house, dressing up and playing with the dolls. Staff support for all the activities is of very high quality. The children's enjoyment and excitement for learning new skills and strengthening existing skills are very obvious. They show exceptional levels of confidence and self-esteem.

## 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

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### 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

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