

Luxulyan Pre School

Inspection report for early years provision

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Inspection date	19/03/2012
Inspector	Jayne Pascoe

Setting address	Luxulyan Village Hall, Luxulyan, Bodmin, Cornwall, PL30 5QA
Telephone number	07798731546
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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

Luxulyan Pre-School registered in 2007. It is a committee run group and operates from two rooms in Luxulyan village hall near Bodmin, Cornwall. All children share access to a secure enclosed play area and playing field. The pre-school operates during term-time on Mondays, Wednesdays, Thursdays and Fridays from 9am until 3pm and Tuesdays from 9am to 12pm.

The pre-school is registered on the Early Years Register. A maximum of 18 children may attend at any one time, all of whom may be in the early years age group. There are currently 25 children aged from two to four years on roll; of these, 15 receive funding for early education. Children come from a wide catchment area. Some children also attend other early years settings.

The nursery employs three members of staff, of these, two hold appropriate level 3 early years qualifications and one member of staff is currently working towards a level 3. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a very good knowledge and understanding of the Early Years Foundation Stage. They know the children well and meet their needs successfully. Good levels of information are shared regularly with parents and other early year providers. Systems for observation and assessment are generally very effective and staff promote children's learning and development well. The setting use effective systems for self-evaluation and have a good capacity to improve. Overall, staff follow effective procedures. They keep most of the required documentation successfully, promoting children's welfare, learning and development.

What steps need to be taken to improve provision further?

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

- keep a record of individual achievements which reflect significant progress for every child
- practise regular fire drills with children and record details in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The pre-school follows robust procedures to safeguard children in their care. Staff are appropriately qualified and experienced. The committee are actively involved and supportive. Staff regularly review and update the written risk assessment. They also complete a daily visual check of the toys, premises and equipment, to maintain children's safety and security. Staff supervise children closely at all times and protect them from un-vetted persons. Staff are confident in their ability to identify, record and report any child protection concerns, in line with the Local Safeguarding Children Board procedures. Children have recently practised the emergency evacuation procedures. However, this does not take place regularly enough to develop children's confidence and familiarity; or to provide sufficient opportunities for staff to monitor and evaluate its effectiveness.

Staff recognise the benefits of reflecting on practice and use effective systems of self-evaluation to drive further improvement. They have identified appropriate areas for future development. These include, increasing use of Makaton signing to create a fully inclusive environment and continued professional development to keep up-to-date with changes to the Early Years Foundation Stage framework. Staff organise the setting very well to provide a safe, secure and enabling indoor and outdoor environment. Children freely access favourite toys, resources and equipment from a wide selection. They help tidy away toys before snack time and are increasing their levels of independence and responsibility. Children have a designated area to display items from home, which increases their sense of belonging. They move confidently and purposefully between indoors and out, initiating play with their friends and adults.

Staff have developed a positive partnership with parents and other early year providers. They share a good range of written policies and procedures, contracts and consents to agree and maintain good practice. A daily verbal exchange of information enhances this further. Effective information sharing helps the setting successfully meet children's individual needs. In general, observation and assessment systems are effective. These include written observations, photographs and examples of children's work but do not show areas for future learning and development or the progress children make.

Children benefit from good opportunities to develop their understanding of equality and diversity. For example, they celebrate Cornish traditions and have recently celebrated Chinese New Year. They are developing a positive awareness and respect of people's differences. Children have free access to a good range of interesting resources and books, which positively show the diverse range of people in the local community and wider world.

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

Children are very settled, confident and happy. They have formed strong and trusting relationships with adults and other children. They self-select favourite activities and initiate ideas for play. Adults skilfully interact to challenge children further. They introduce new ideas, extend vocabulary and provide additional tools, materials and resources. Children follow examples set by the adults and display good manners and are helpful, kind and polite. They are developing future skills as they successfully cooperate, negotiate and maintain harmonious play for considerable periods. Children demonstrate high levels of independence. They move freely between indoors and out, make choices, help set out and tidy toys away. They are developing an awareness of their emotions and empathy for others. For example, they play a favourite group game where they take turns to show a facial emotion and explain why they are feeling sad, happy or excited.

Children have good opportunities to enjoy and achieve, for example, attempting to complete increasingly complex jigsaw puzzles. They are developing their ability to problem-solve, count, sort and match. They play with objects such as smooth pebbles and numbered foam mats. Children choose favourite storybooks from a wide selection, to share with an adult and their friends. They handle books carefully and turn the pages to look at the pictures from the front to the back. Children communicate fluently through their rapidly developing vocabulary, mark making and body language. For example, they have contributed to a publication of children's poems. Children help themselves to musical instruments, such as bongo drums and pasta shakers, using these with enthusiasm to express themselves. Children are competent and skilful in their use of the computer equipment; they also make use of the tape recorder to play music.

Children have recently been actively involved in developing a new and exciting outdoor area for physical play, exploration and investigation. They have planted and tended a wide range of flowers, fruit and vegetables. Children know that it is important to keep warm when playing outside. They enjoy playing freely in the outdoor play area where they climb, jump or bounce on the mini-trampoline. Staff successfully promote children's good health through effective daily routines. Children routinely wash their hands after playing outside and before snack, which includes a selection of fresh fruits. Children are developing a good understanding of why it is important to keep themselves and their environment clean and hygienic. They are beginning to show an awareness of eating healthy foods. Children enjoy daily fresh air and physical exercise, which positively promotes growth and development.

Children make a positive contribution and are active members of their local community. They are involved in some group activities that take place at the community centre. They have established strong links with the local school, which helps promote a smooth transition. Children demonstrate a good awareness of keeping safe. For example, they handle tools and equipment carefully and discuss with adults how to manage everyday risks and keep themselves safe. Children

make good progress during their time at the setting.

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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