

St Teath Pre-School

Inspection report for early years provision

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Inspector Julie Wright

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

St Teath Children's Centre is a pre-school provision registered in 2005. It operates from a purpose-built Sure Start building in the village of St Teath, Bodmin. Children have access to indoor play areas and an enclosed outdoor play area.

The pre-school is registered on the Early Years Register. It may care for a maximum of 16 children, aged from two years to the end of the early years age range, at any one time. There are currently 25 children on roll. The pre-school is open Monday, Tuesday and Thursday from 9.15am until 12.45pm and on Wednesday and Friday from 9.15am until 3pm, during term time only. It receives funding for early education for children aged three and four years.

The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are four staff employed to work with the children, all of whom hold National Vocational Qualifications at levels 2, 3 or 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very happy and thrive in the exemplary care and attention. They benefit from an extensive range of activities, which promote most aspects of learning exceptionally well. Staff have extensive knowledge of children's individual needs and successfully promote inclusion. They have excellent relationships with parents and strong partnerships with others. This contributes significantly to children's welfare, learning and development. Staff are thorough in their self-evaluation and demonstrate a first rate capacity for continual 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:

- extending the opportunities for children to develop an awareness of calculating, such as adding together and taking away.

The effectiveness of leadership and management of the early years provision

Staff are rigorous in their procedures to safeguard and promote children's welfare. They implement a comprehensive range of policies and procedures in respect of children's health and safety. Risk assessments are thorough and staff are

conscientious at all times in their supervision of children. Staff work above minimum ratios, which means that children benefit from close support and attention. Robust vetting and recruitment procedures effectively assess the suitability of persons in contact with children. Induction and appraisal systems also contribute to ongoing assurance of suitability. Staff attend relevant child protection training and are up-to-date in their knowledge and awareness of safeguarding procedures. Records and documentation reflect highly efficient organisation and are in excellent order.

Staff provide a highly stimulating, enabling environment where children learn through play. Resources are in excellent condition and readily accessible to children. Play areas are bright, welcoming and child-focused. Wall displays depict children's creativity and early literacy skills. A wealth of signs, labels and pictures are evident and reflect diversity. Outdoor play opportunities are frequent and provide an extension to children's indoor learning. Staff are skilful in their exemplary approach to managing behaviour and act as good role models. They are highly effective in promoting positive attitudes and self-esteem in children. Staff rigorously demonstrate good health and hygiene practice. They enable children to develop independent personal skills and good routines. Effective arrangements are in place for the provision of healthy food and readily accessible drinks. Parents provide packed lunches to meet children's individual dietary requirements.

Staff are meticulous in their observation, assessment and planning procedures. They engage exceptionally well with parents and have excellent communication systems. For example, each child has a daily record book and a 'learning journey', which clearly identifies starting points, progress and their next steps. Parents take an active part in children's learning and regularly contribute to their records. They borrow books and games to enhance children's learning experiences at home. Staff provide excellent information for parents on children's activities, progress and forthcoming events. Parents have high regard for the pre-school provision and provide excellent feedback at inspection. Staff work extremely well with parents and other agencies to promote inclusion and equality. Highly effective transitional arrangements are in place and the pre-school has strong partnerships with other settings in the community. This means that children become very confident and are well prepared to move on. Staff, parents and committee members are highly reflective in their practice and strive for further improvements. They are proud of their significant achievements and have enthusiastic ambition for ongoing development.

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

Children thoroughly enjoy themselves during the pre-school sessions. They show an excellent sense of belonging and are very secure in the setting. From the earliest age they attend the baby and toddler groups with their parents. Consequently, they become very familiar with the community building and consistent staff. Children move readily into pre-school and then progress rapidly towards primary school. Pre-school sessions provide an excellent balance of adult-

initiated and child-led activities. As a result, children are highly independent and confident. Staff place great emphasis on children having fun, consequently children are keen to participate and eager to learn. Children are enthusiastic in their approach to activities and develop excellent levels of concentration. They focus exceptionally well, for example they listen intently to stories and repeat the interactive parts with gusto. Children also participate eagerly at registration and 'show and tell' time. They are exceptionally keen to take their turn, showing high levels of confidence. Children have excellent attitudes and show respect towards others. They regularly take part in community activities, such as fundraising, traditional and multi-cultural events.

Children make independent choices from the extensive variety of resources and activities. They select tools and equipment from the accessible, clearly labelled drawers. As an example, young children choose brushes that they want to use. They fill buckets with water, and then have great fun as they pretend to paint the floor and walls in the outdoor area. Children play imaginatively and love to have an audience at their puppet show. Sessions include innovative action rhymes and games, which promote physical, creative and language development. For instance, children lie on the floor and pretend to be a 'cocoon'. They enact a popular story to emerge as 'butterflies', running around and flapping their 'wings' with excitement. Staff nurture children and have excellent awareness of their individual interests. They successfully motivate children to learn and develop. Children are very proud of their achievements, including their pictures, writing and reward stickers.

Children develop an excellent understanding of staying safe and being healthy. When the fire alarm sounds they quickly gather to go outside with staff. They know where to line up and that they must count people on the register. Behaviour is exemplary and children show an extremely good sense of responsibility. They follow effective hygiene routines and show competence in their personal care. At snack time children select their plates and cups prior to making healthy choices. They grow seasonal fruit and vegetables, which enhances their interest in fresh produce. During the sessions children use numbers and often count. They consider capacity and quantity as they fill and empty containers. However, opportunities for calculating are less extensive. Children are highly competent in their technology skills. For example, they use the computer and mouse with precise accuracy. They are independent, inquisitive learners and make excellent progress as their skills for the future.

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

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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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