

Gorran Pre-School

Inspection report for early years provision

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Inspector Ruth Thrasher

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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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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

Gorran Pre-school, known as Hedgehogs, is run by a voluntary committee. It opened in 1977 and operates from a classroom in a portable building in the grounds of Gorran Primary School. It is located in the village of Gorran, near St. Austell in Cornwall. Children have access to an enclosed outdoor play area. The pre-school is open each weekday during the school term from 8.45am to 12pm. Children aged three and four years may attend a lunch club held in the school from 12pm to 1.15pm.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It may care for no more than 20 children from two to under eight years; of these not more than 20 may be in the early years age group at any one time. There are currently 25 children aged from two to under five years on roll. The pre-school supports children with special educational needs and/or disabilities.

There are three members of staff, all of whom hold early years qualifications at Level 3. The manager and deputy are currently working towards National Vocational Qualification Level 4. The pre-school provides funded early education for children aged two, three and four years. There is ramp access to the building.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good pre-school where children make good progress in their learning, welfare and development. Their individual needs are very well met by a skilled and professional staff team backed by a supportive committee. The pre-school has made some significant changes since the last inspection, such as developing the outdoor area. This demonstrates a good capacity to continue to improve. Good partnerships with parents, carers, and other agencies ensure that, overall, information is shared effectively.

What steps need to be taken to improve provision further?

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

- develop further the methods of working in partnership with other settings to support children's development and progress
- increase opportunities for parents and carers to share and contribute to their children's learning records on a regular basis.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of how to keep children safe in the pre-school. All staff have attended training in safeguarding and there are robust procedures in place to ensure the suitability of staff. Criminal Record Bureau checks are kept up to date and regular staff appraisals ensure continued suitability. Risk assessments and daily safety checks are completed thoroughly, there are rigorous procedures for the collection of children and visitors are closely supervised.

The management and staff have a clear vision for the pre-school and work very well together to improve the quality of the provision. They have considerably enhanced the garden area and provided additional resources to extend children's learning outdoors. Indoors, a new kitchen has been installed with low-level units and a sink to enable the children to prepare their own snacks and wash their dishes. Staff use self-evaluation effectively to identify areas for improvement, such as a covered and decked area so children can play outdoors in all weathers. Staff have recently introduced an effective tracking system to ensure that all groups of children make good progress. They are improving the systems for identifying the next steps in children's learning to make them more effective.

Resources are very well organised to allow children to make independent choices and support their learning. Staff demonstrate a strong commitment to developing children's understanding of different lifestyles and cultures and provide good resources to promote this throughout the pre-school. They have introduced new resources to inspire both boys and girls to be active learners, including a building site with a toy cement mixer.

Pre-school staff work closely with speech therapists and other professionals to provide good support for children with additional needs. The pre-school has been awarded 'Inclusive Setting' status by the local authority because of its commitment to this area of work. Very good partnerships with the host school enable a good exchange of information to support a smooth transition to school. While there are good links with other early years providers, the exchange of information where children attend more than one setting is underdeveloped.

Parents and carers are very much involved in the running of the pre-school through membership of the committee, helping on the voluntary rota and involvement in fundraising. They are invited to attend consultation evenings and exchange information with key persons about their children on a daily basis. Parents and carers share some achievements from home but opportunities to be routinely involved as part of the ongoing observation and assessment process are not fully embedded. There is excellent support for parents and carers of new children to help them settle. Staff respond readily to suggestions from parents and carers, such as growing vegetables and displaying information about what the children have had for snack.

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

Children achieve well in all areas of learning because they enjoy a good balance of interesting and challenging child-initiated and adult-led activities. They are well supported by staff who extend their play and thinking by asking appropriate questions and providing additional resources. For example, children asked for gloves to wear to scoop more compost onto the potato plants. The adult suggested they take a photograph so they could watch how they grow. They discover how things work as they build structures with crates and bamboo, carefully pour water and observe how it flows down the channel. They use whisks to stir soap flakes in water and watch how it thickens. Staff make good use of observations to record children's achievements and assess their progress. Key persons identify next steps for the individual children, which they feed into the weekly plans. Staff know the children and their individual needs well and, as a result, plan activities that enable them to make good progress according to their starting points.

Children develop good basic literacy and numeracy skills through a wide range of play activities. They learn about size and volume as they play with sand and water, filling different shaped containers. They count the number of children present in the morning and count the number of blocks as they build a tower. They have lots of good opportunities to develop early writing skills in a variety of contexts. Boys were inspired to use these skills as they drew up the plans for their building on the construction site. Children learn to enjoy books as they choose a book to take home and listen attentively as another child 'reads' them a story. Children access the computer independently and use a digital camera, which teaches them about technology. They develop good skills for their future learning.

Children are very confident within the setting and learn to be independent and make decisions. They go indoors and out freely throughout the session and choose when they want to have their snack. They help themselves to fruit, use plastic knives to spread crackers, and pour their own drinks. Staff regularly praise their achievements and tell them how proud they are of them. This boosts their self-esteem and, as a result, behaviour is generally very good. Children learn to take turns as they wait for a space at the snack table. They take part in different festivities, such as making lanterns and dragons for Chinese New Year, which enriches their experience and understanding of different cultures.

Children make good progress in learning the benefits of healthy lifestyles as they cook healthy meals, such as vegetable crumble, with vegetables they have grown themselves. They take responsibility for their own bodily needs, going back indoors to get a coat and washing their hands before they eat. They develop their physical skills successfully, for example by using a range of climbing and balancing equipment safely in the garden, such as see-saws and balancing posts. They learn to use tools safely, chopping fruit, and take part in emergency evacuation drills with the school.

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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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