

Little Foresters

Lanlivery Cp School, Lanlivery, BODMIN, Cornwall, PL30 5BT

Inspection date

Previous inspection date

18/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Observation and assessment procedures are rigorous, which results in effective planning for children's individual progress.
- Children behave very well, enjoy their activities and demonstrate positive attitudes to learning.
- Strong partnerships with others make a significant contribution in supporting children's individual needs and promoting welfare.
- Staff have positive relationships with parents and actively involve them in activities to promote children's learning and development.

It is not yet outstanding because

- Although the routines and activities effectively help children learn and prepare them for school, the structure of the sessions sometimes has an impact on children's individual creativity.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children in their indoor and outdoor activities.
- The inspector had discussions with staff, parents and the Head Teacher.
- The inspector read a sample of children's development records.
- The inspector read the self-evaluation form and planning documentation.

Inspector

Julie Wright

Full Report

Information about the setting

Little Foresters pre-school re-registered in 2012, following a move to a different building and change of management. It operates from a separate unit in the grounds of Lanlivery school. Children have use of an enclosed garden and the Forest School area. The pre-school is situated between St Austell and Bodmin and serves the local and surrounding communities. It is registered on the Early Years Register. Care is available to children aged from two years and within the early years age range. There are currently 23 children on roll. The pre-school is open Monday to Friday from 9am to 3.20pm, in term time only. Early Education funding is available for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities and children who learn English as an additional language. There are two staff employed to work with the children, one has a National Vocational Qualification at level 2 and the manager has Qualified Teacher Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve the organisation of activities, to extend the opportunities for children to use their skills and explore concepts and ideas through their own representations, to avoid reproducing someone else's ideas and more freely express their individual creativity
- review the structure of the sessions to enable children to have more time to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

There is a good educational programme, with a wide range of activities to promote all areas of development. Staff set clear and challenging targets for individual children. As a result, children make very good progress from their developmental starting points. Staff compile regular summaries of development for all children, with clear procedures in place regarding the progress check for two-year-olds. They divide children into age and ability groups, so that children remain interested and achieve goals. Children show good levels of concentration as they listen and understand. Older children enjoy regular phonic activities and work well in their groups. They look carefully at the white board as a member of staff

models writing and spelling. Children select 'sound mats' and work out how to write words on their note books and boards. To make the activity interesting and fun children use a recording device. This helps them to remember the sequence of words in a sentence that they want to write. Children see signs and labels all around the pre-school, which promote their literacy skills. They help staff to put up 'challenge cards' with learning incentives. For example, a rocket picture in the maths area prompts children to 'write numbers 1-10', while the fish picture in the library corner has 'I can talk about pictures in a book'. Children find these and are proud to tell staff when they complete a task. Consequently, children show motivation and responsibility in their learning, which is important in preparation for school. The pre-school and reception teachers work well together in joint planning and assessment. This means that children benefit from effective continuity in their care and learning.

Children respond eagerly to staff suggestions and are familiar with the routines. As an example, they gather quickly for circle time and sit with anticipation. Children learn how to take turns and to listen to others, which promotes tolerance and communication skills. Staff encourage children to ask one another questions, which extends learning. However, on occasion the prompt to join a structured activity sometimes means that children leave a project incomplete, such as building a model of their own. Children take part in a good range of creative activities, which promote learning and understanding. As an example, they create a display of their topic on 'Ourselves'. Children draw 'self-portraits' and look at photographs of themselves as babies. They make comparisons as they learn how people grow and they become aware of similarities and differences. Staff provide activities to link with events, for example, children make cards for Easter. Although children enjoy the activity, they use pre-cut templates and specifically selected materials. For some children this does not fully promote individual creativity and can result in a uniform design. Staff carefully consider the needs and abilities of younger children. They present a less formal approach to learning and enable children to explore and play independently. For instance, they encourage children to choose where they want to play and what they want to do. As examples, children go to play on the decking in the sand and water. They also play contentedly in the role-play area, happily pushing dolls around in a pram.

The contribution of the early years provision to the well-being of children

Children develop competence, confidence and good levels of self-esteem. They show great pleasure in their achievements and are proud to receive a sticker. For example, older children receive recognition for 'neat writing'. Staff acknowledge the developing skills of younger children, such as, independence in self-care. Children feel important when they help and particularly enjoy their turn to be a 'monitor'. Therefore, staff promote inclusion and equality as they value each child. Children have a very good understanding of the expectations of behaviour and being safe. Before they go into 'Forest School', they line up at the gate and put on their 'listening ears'. Children listen carefully to staff who explain that the activity today is to 'go on a flower hunt'. Children then sit on the logs and recall the safety rules. They know that they must not go through a gate or past a fence without an adult. Under supervision, children can climb trees so they learn about risks within a safe environment. Children rush off with their friends in excitement and return to the

group when called. They describe what they have found, such as 'dandelions, buttercups and purple flowers'. Children remember previous activities, which demonstrate effective learning. As an example, they talk about an insect hunt and planting bulbs. They are also keen to see the hens and rabbits, which they can handle and care for. Children understand good hygiene routines, for instance, they know to wash their hands when they return indoors.

Children learn and practice physical skills. For example, they manoeuvre wheeled toys along the path and play exuberant ball games with hockey sticks. Children balance carefully on play equipment and run around with their friends. They enjoy being in the garden and have fun as they learn. Children select tubes and work out how they fit together to form a structure, or stand them up in the pebble base. A mud pit enables children to dig and consider concepts, such as wet, dry, hard and soft. Staff frequently interact with children during activities to reassure, comfort and praise them. Consequently, children are secure and happy in their care, because they form good attachments. Staff have good awareness of children's individual needs and effectively meet them. Suitable arrangements are in place to meet children's dietary requirements. For example, some children have school meals and others bring a packed lunch. Staff promote healthy eating and 'moderation' in topics and activities with children and parents. As an example, children make fruit salads and grow fresh produce. Parents help with cooking activities, such as making oat biscuits with children.

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

There is a secure entry system on the premises and staff monitor arrival and departure times, to keep children safe. They conduct regular risk assessments to identify and minimise potential hazards. Frequent fire evacuation drills mean that all children become familiar with the emergency plan. Vetting and recruitment procedures are robust, so that suitable persons care for children. Effective induction, appraisal and supervision of staff assess ongoing suitability. Staff have a good knowledge of the Local Safeguarding Children Board procedures, to protect children's welfare. They provide parents with information on all childcare policies and procedures.

Staff competently meet the requirements of the Early Years Foundation Stage framework. They use 'Development Matters in the Early Years Foundation Stage' effectively to assess and plan for children's individual progress. Staff continuously evaluate children's progress and the effectiveness of activities on learning. Self-evaluation identifies positive developments, such as, to support the care of two-year-olds. Staff attend relevant training to maintain and update their knowledge and awareness. For example, courses include the Early Years Foundation Stage, child protection and food safety. Therefore, staff demonstrate a good capacity for ongoing improvements.

Staff work closely with other agencies to promote children's individual needs and welfare. They actively seek additional resources, such as one to one support and translation services. Good communication with others contributes to a consistent, effective approach

in children's care. Staff work very well with parents and provide a number of shared learning opportunities. For example, they meet with parents on a regular basis to discuss children's progress and welfare. Parents contribute to the records of development to include children's achievements made at home. They are welcome to help with regular trips, such as to the farm, beach and other attractions. Families join in fundraising and charity events, which promote children's sense of belonging and community. Parents also attend 'Stay and Play' and 'Forest School' sessions, so that they can be involved in children's activities. At inspection, parents confirm that they and their children are very happy with the care given. Parents speak highly of staff, children's progress and the range of activities.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY449630
Local authority	Cornwall
Inspection number	884120
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	23
Name of provider	Lanlivery Community Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01208872662

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

