

St Eval Pre-School

Lincoln Row, St Eval, Wadebridge, Cornwall, PL27 7TR

Inspection date

13/05/2013

Previous inspection date

30/11/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Staff have a good awareness of safeguarding procedures. The building is secure and staff carry out daily checks on all areas that children use.
- Staff develop close relationships with children and provide a secure environment, where children are confident.
- Staff make good use of the opportunities to reflect on and improve their practices, welcoming children, who settle quickly, into a calm environment.
- Close links with the local school, enable children to become familiar with that environment and staff, in preparation for their next steps in learning.

It is not yet outstanding because

- Recording and assessment systems do not encourage parents' contributions to children's learning and some information about the setting and staff is not readily available

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector held meetings with the manager of the provision her deputy and the committee chairperson.
- The inspector looked at assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self evaluation and improvement plan.
- The inspector carried out a joint observation alongside the manager.

Inspector

Lynne Bowden

Full Report

Information about the setting

St Eval Pre-school is a committee run group. It has been running for over 30 years and operates from its purpose-built building in the centre of the village of St Eval, in Cornwall. Children have access to an enclosed outdoor play area. The pre-school is open each weekday except Tuesday 12 from 9.00am to 3.00pm during term-time only. In addition to the Early Years register, this provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently 49 children aged from two to under five years on roll, some in part-time places. The pre-school currently supports children with special educational needs and/or disabilities. The pre-school also offers care to children aged over five years to 11 years. There are 9 members of staff; all bar one, hold appropriate early years qualifications to at least NVQ level 2. Three members of staff are working towards childcare degrees. The setting provides funded early education for two, three and four-year-olds.

What the setting needs to do to improve further

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

- improve systems to encourage parents' contributions to children's learning and ensure information about the setting is readily available to parents.

Inspection judgements

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

Children progress well because the educational programs effectively support them in reaching their expected levels of development, in relation to their starting points. The staff quickly establish children's abilities and interests based on their observations of children and information from their parents. Staff identify children's next steps in learning and provide experiences and activities to promote and encourage their achievements. In consultation with parents, staff use their knowledge and understanding of child development to identify children who need additional help and support. They liaise well with other agencies to meet the needs of and support these children. In addition to informal discussions, the staff share information about children's progress with parents in their regular summaries of children's achievements. These include children's two year progress checks. However, these documents do not fully involve parents in planning for or contributing to their children's assessments and learning at home.

Staff skilfully support and encourage children in developing their balance and physical skills. Outdoors, staff hold the hands of less confident children as they walk along balance

beams or step across stepping stones. They praise more experienced children as they increase the challenge of this activity by jumping from stepping stone to stepping stone. Children enjoy imaginative play with their friends. They arrange logs in a circle and with encouragement from staff, gather dry grass and twigs to create an imaginary fire. Others share resources and play cooperatively together, pretending to cook meals in the den, for example, gathering dry grass to represent food which they cook in their saucepans. Children recreate familiar scenarios in their role play using prams and dolls.

Indoors children develop dexterity and hand strength, to support their future writing skills. They use scissors to cut a variety of materials, including play dough, cardboard, paper and cloth. Children use some of these materials to create collages and cards. They demonstrate concern for others as they decide to create a 'get well' card for a friend, who is poorly.

Children eagerly participate in an adult led activity. Staff create a range of sounds which children listen to with their eyes closed so that they can describe what it sounds like. This encourages children to concentrate and listen carefully and develops their imaginations and descriptive vocabulary. Children's communication skills are also encouraged through the use of sign language and pictorial timetables. Children listen and attend carefully when a member of staff introduces them to a new book and they talk about the illustrations. Children show awareness of their physical needs. On seeing a picture of some one sleeping, for example, they comment on the need to sleep after doing exercise. Records show that children enjoy acting out familiar well known bear stories on outings to local woods.

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

Children develop secure relationships with their key persons and the regular staff in their base rooms. These relationships support children's growing confidence and sense of security. Staff reassure newcomers and give them clear explanations of what to expect. This leads to young children feeling safe and secure enough to explore their environment, participate in activities and begin to make new friends. Children have easy access to a wide range of good quality resources which helps them make valuable choices in their play.

The pre-school provides balanced, nutritious snacks, such as fruit, yoghurt, cheese and breadsticks and staff encourage children to try new foods. Children develop independence, ranging from choosing their food and drink, to pouring out their own drinks. They develop good hygiene practices as staff remind them to wash their hands at appropriate times. This leads to older children happily going to wash their hands independently. Daily access to outdoor play enables children to benefit from the fresh air. Staff encourage children to consider the weather conditions and discuss suitable clothing for outdoor play. For example do they need to change into wellington boots? Children confidently approach staff with minor bumps and bruises from their outdoor play, which staff treat appropriately and with warm sympathy. Staff provide parents with records of injuries at collection time, which parent sign.

Young children learn to behave safely as staff explain the danger of standing or climbing on furniture. They take turns and share equipment, with support from staff. Children begin to learn about beach safety in projects about the beach and sea. Close links with the local school enables children to make regular visits there. For example, in their final term in pre-school, they join the school for activities and some lunch times. This enables children to become familiar with the staff, environment and some school routines. Younger children preparing to move up into the older base room are able to visit and become familiar with that area in preparation for their move within the pre-school. These experiences along with their growing self confidence, communication and independence skills prepare children for their next stage of learning.

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

Staff at the setting meet the safeguarding and welfare requirements at all times. All staff have had checks carried out regarding their suitability. Staff have a good understanding and awareness of safeguarding procedures. The building is secure and staff carry out daily checks on all areas that children use. Fencing secures the outdoor play area, with additional fencing and a gate between the main play area and entrance gate. Effective partnerships in place with other agencies, ensure that together they meet children's needs well.

Partnerships with parents are good. They feel informed about their children's progress and development. Parents are invited to open days and staff share information with them about their children's activities. However, the current assessment system does not actively encourage parent's involvement in the planning for their children's learning and progress. The setting provides information to parents about the staff and committee members and parents value the approachability of staff. Although parents feel confident about raising any concerns, information about senior staff's availability is not readily available.

The staff have a very good understanding of their responsibilities in meeting the learning and development requirements. They monitor children's progress towards the early learning goals using guidance tools, such as the Development Matters in the Early Years Foundation Stage guidance document, to inform their observation and assessment records. The staff benefit from their weekly meetings, where they evaluate their practice and work together to plan for children's future progress. Staff attend training to increase their knowledge and skills. This leads to changes in routines, which benefit the children. For example, a staff led activity replaces free play at the start of sessions. This creates a calmer atmosphere to support children settling in. The staff's awareness and understanding of improvements made, demonstrate their commitment to and capacity for improvement of their provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	102862
Local authority	Cornwall
Inspection number	916970
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	32
Number of children on roll	49
Name of provider	St Eval Pre-School Playgroup Committee
Date of previous inspection	30/11/2009
Telephone number	01841 540076

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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.

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