

Cross Park Pre-School

Long Park Road, Saltash, Cornwall, PL12 4AQ

Inspection date	05/11/2013
Previous inspection date	10/12/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- Strong and effective relationships between the staff, parents and children ensure that children's needs are clearly identified and consistently supported.
- Staff plan and provide a good range of motivating and appealing activities for children. This captures children's interests and they show high levels of concentration and enjoyment.
- Staff complete regular and accurate assessments of children's learning, which are monitored effectively to promote a consistent approach to children's learning and development.
- Children have quickly settled into the preschool and show that they are becoming enthusiastic and confident learners.

It is not yet outstanding because

- At times when children are playing independently staff do not take all opportunities to fully support children's play.
- Staff do not encourage parents to make the best use of the progress check for children at age two years, for example by sharing this useful information with other professionals such as health visitors.

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 children and staff in the playroom and in the outside area.
- The inspectors spoke to the children, staff and manager.
- The inspector spoke with parents and carer's of children.

The inspector sampled documentation, such as children's files, staff records and

- suitability records, and samples of risk assessment, accident reports and policies and procedures.

Inspector

Anne-Marie Moyse

Full report

Information about the setting

Cross Park Pre-school occupies premises within the grounds of St. Stephen's School in Saltash and has access to one large outside play area. The setting has been operating at these premises for more than 20 years and was registered with Ofsted in September 1990. The building is owned by Cornwall County Council. The preschool operate each weekday, during term time only. They open for sessions from 8.30 am to 11.30 am and from 12.30 pm to 3.30 pm. On Monday, Wednesday and Fridays children can stay for lunch.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The preschool take children from two to five years old. Currently there are 75 children on roll. The preschool supports children with special educational needs and/or disabilities. Twelve members of staff work with the children, all of whom hold an appropriate early years qualification at level two and three. They are employed by the voluntary parental committee. The setting receives support from the local authority. The setting are in receipt of early education funding for children ages two, three and four-years-old.

What the setting needs to do to improve further

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

- encourage staff to more promptly support, extend and maximise children's learning at all times as they play
- further develop links with parents, for example by advising them on how the information contained within the progress report for two year olds can be better used by sharing it with other professionals, such as health visitors, when assessing children's development.

Inspection judgements

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

Staff are keen and enthusiastic, and create a very friendly environment where children are making good progress in their learning. Staff use precise and detailed observations of children to plan a range of appealing and interesting activities for children across all areas of learning. As a result, children quickly settle and become engaged in the activities set out. Children concentrate for long periods as they push buttons and explore the toys depicting superheroes and space play. The adult-led activities are carefully thought-out so that staff are given clear guidance on how and what children may learn from the activities.

This detailed planning ensures that volunteer helpers and all staff work consistently in supporting children's learning overall. For example, staff plan for children to explore and represent the colourful displays of fireworks using various craft materials and colour both inside and in the outdoor area.

Staff focus on children's communication and language by extending their vocabulary as children describe their experiences and use new words to describe the sounds, smells and sights of the event. Inside, children use their control and skills with glue and paper to create pictures with a variety of glittery materials. Outside, children especially the boys, use the colour chinks on the tarmac area, to draw and express their ideas on a much larger scale. Children have a good balance of adult-led and child-led activities. Staff work with children in small groups and individually, to support children's understanding of letters and sounds. This is reinforced through daily routines such as snack time when children recognise their names. Staff remind children about the sounds of the letters in their names. As a result, children who have only recently started attending quickly find their name cards independently.

During sand and water play staff teach children about measuring and comparing size and quantity. Staff spend time reading with the children to encourage their love of books. As a result, children are keen to borrow books to read at home with their family. Paper, creative and drawing materials are well organised so children can spontaneously design and create. Some children ask staff to make a paper aeroplane for them, and staff engage children in talking about their experiences of travelling on a plane and where they have been. However, staff did not maximise all spontaneous learning opportunities, for example to teach the children how to fold the paper so they learn a new skill. At times during the sessions, when children are playing independently and contently staff use this time to catch up on practical duties. This means that staff are not always on hand at all time, to extend and challenge children's thinking as they play.

Children have a broad range of resources and opportunity to choose where and what to play with. Staff create a stimulating environment both inside and out, where children's preferences for how they like to learn are considered. Inside children use the tunnels and rockers to develop their balance and large physical skills. Children choose when they play outside, in all weathers. Staff provide a range of resources to cover all the areas of learning outside, including large and small equipment to promote balancing, control and co-ordination skills. In addition staff set out instruments, construction sets and small world play. Children can play with this or make use of the store cupboard to change what they play with. Children develop their understanding of the world as they explore what is hiding under the stones in the nature area. Staff create role play scenarios, and children use their imagination as they go on journeys in ride on cars. Staff help children to solve problems like how to reach the petrol pump, encouraging them to think and try out ideas for themselves. Staff promote children's independence and positive attitude to learning so children are gaining good skills for their future. They are well prepared as they move onto other settings and school.

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

Children show that they are very emotionally secure and comfortable in the pre-school. This is because staff get to know the children well through close links with the parents, and their welcoming approach. Everyone is made to feel valued, included and a very important part of the preschool community. Ongoing discussions with parents and carers help staff to understand children's changing needs so care can be adapted to suit each child. Staff provide good role models as they are respectful and polite and teach children the rules of the setting, such as sharing is good. Children quickly follow the expectations of the staff, for example in limiting how many are using the sand tray at any time. Staff praise children for their achievements, raising children's self-esteem. As a result, children behave very well, and are developing good social friendships with others. Staff recognise the importance of this in preparation for moving onto new settings and into school. Staff understand how children need to be emotionally ready for any changes, and work closely with parents to ease any move. Staff invite new teachers into meet with the children in their familiar environment. Particularly good relationships are in place with the adjoining school. Weekly visits help children to become familiar with the new environment and new faces in readiness for starting school.

Staff promote good hygiene routines with children independently taking care of their person care needs when developmentally ready. Staff teach children about germs and children quickly understand the need to dispose of used tissues in the bin to stop the germs spreading. Staff check that all areas are kept clean and tidy so risks to children are minimised. Staff remind children to be thoughtful and play safely in the environment. Children know not to run inside and staff include discussion on being safe during activities, for example talking about firework safety. Children are given small roles and responsibilities such as helping with snack times. Children help to collect the name cards and teach each other about serving themselves from the healthy options of fresh fruits and toasted teacakes. Staff support children to pour their own drinks and organise their bowls and cups. Children sit with their friends and talk to each other. Children are responsible for tidying away their dirty dishes, placing them on a special tray. All children are encouraged to help to put items away and help at tidy up time. This responsibility promotes children's independence and social skills to take care of themselves and the environment.

Children are encouraged to play outside when they choose. A coat system monitors how many children are out at any time so that staff can be deployed to meet children needs and preferences. Children learn to take a coat from the designated box and put this on before going outside. When all the coats are gone staff add additional coats and extra staff are deployed outside. Children benefit from playing and learning in the fresh air, developing their physical well-being and health. Staff carefully plan the resources, following the children interests and development stages, and complement the plans for the inside area. This fully supports children's self-motivation and enthusiasm for learning as they have plenty of choice and independence to follow their own ideas.

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

Children are cared for by a consistent and qualified staff team. The manager is enthusiastic and experienced and has high expectations. There are clear links between the manager and the leadership committee who are responsible for monitoring the provision. All staff have undergone checks on their suitability, with robust recruitment procedures in place. The appraisal and supervision process continues to make sure all staff understand their roles and maintains their professional development. Staff attend regular training events both in-house and externally to bring in new ideas and practice. All staff understand the need to safeguard children and supervise them effectively. All staff have attended training and continue to review their understanding of signs and symptoms which would give them concerns over a child's welfare. Staff are confident to follow suitable procedures if they have any concerns. The preschool review and update their policies in line with the requirements. Staff use risk assessment and daily check to monitor the safety of the toys, equipment and the premises. Staff are vigilant and take suitable precautions to ensure children are cared for in a safe and secure environment. They follow correct procedures if any child sustains an injury, reporting it to the relevant authorities if required.

Staff fully understand the learning and development requirements and are secure in their knowledge of how children learn. Comprehensive records are maintained of children's progress, which are evaluated and then monitored by the manager and senior staff. The key person reports are shared with parents each term. This provides a good opportunity for staff and parents to discuss children progress and identify children's future learning. Staff ensure that they complete a written progress report for children when they are two years old. They meet with parents to discuss children progress and how this can be enhanced. However, staff do not guide parents to share this information with the health visitors when children are receiving their standard development checks. Parents express their confidence and complete trust in the staff employed at the setting. Parents feel that staff help their children to learn and develop in a safe and stimulating environment. They feel staff take note of their individual circumstances and continually give high quality feedback to parents and carers on their child's well-being. This provides parents with reassurance and opportunity to share achievements from home. Partnerships with other providers are secure and staff use communication books to promote a shared approach to children learning and development. Staff liaise well with other professionals to seek support and advice if they have any concerns over a child's progress and welfare. They implement suitable interventions so children receive the support they need, especially when waiting for formal assessments to be completed. This helps to ensure that children who may not be developing as expected are not disadvantaged further.

The setting gain feedback and views of the parents, children, staff and management committee to identify areas for improvement and monitor the quality of the preschool. The manager has a strong commitment to continually reflect on the provision and has a positive attitude to act on any feedback. This demonstrates the setting's ongoing ability for continuous development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	102799
Local authority	Cornwall
Inspection number	938161
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	75
Name of provider	Cross Park Pre-School Committee
Date of previous inspection	10/12/2010
Telephone number	01752 841591

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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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