

# The Committee of Highertown Pre-School

Treyew Primary School, Albany Road, TRURO, Cornwall, TR1 3PQ

<b>Inspection date</b>	04/11/2013
Previous inspection date	15/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children have developed close attachments with staff, which effectively supports their emotional well-being.
- There are robust procedures in place to ensure that staff are checked for suitability, are appropriately qualified and receive effective support, coaching and training to meet the needs of the children.
- Staff use sign language effectively to support children's developing communication skills.
- Children's behaviour is very good because staff use positive methods to encourage helpfulness, politeness and consideration for others.

### It is not yet outstanding because

- Staff do not use daily routines such as snack time fully, to encourage children to help with tasks to promote their independence and physical skills further.
- There are few photographs of children and their families within the environment to give children an increased sense of their own immediate family and relations.

## **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 viewed the premises, toys and equipment.
- The inspector observed interactions between adults and children.
- The inspector and manager engaged in a joint-observation of an activity.
- The inspector sampled pre-school documentation and children's records.
- The inspector engaged in discussion with parents as they arrived at the pre-school.

## **Inspector**

Jayne Pascoe

## Full report

### Information about the setting

Highertown Pre-School is a well established, committee run setting which has been registered for over 30 years. The provision has recently moved premises and now operates from Treyew Primary School on the outskirts of Truro, Cornwall. The pre-school has use of a designated classroom and enclosed outdoor play area, benefiting from use of all school facilities at times when not in use by the school. It is open each weekday from 8.00am to 6.00pm, during term time only. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children in the Early Years Foundation Stage age range may attend the pre-school at any one time. There are currently 22 children on roll and the provision is in receipt of funding. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. There are eight members of staff, five of whom hold appropriate early years qualifications to at least NVQ level 2 or 3. There are four members of staff who are working towards a further qualification. The setting provides funded early education for three and four-year-olds. The provision has good links with both the early years provision of the school and another local pre-school.

### What the setting needs to do to improve further

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

- increase children's self-confidence and independence further by encouraging them to take responsibility for small tasks, such as preparing, serving and clearing away snack
- extend the use of photographs of children, their families, pets and favourite people to enhance children's sense of belonging.

## Inspection judgements

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

Staff have a good understanding of how children learn and develop. They gather useful information about children's individual starting points and continually and regularly re-evaluate children's progress, to ensure they receive appropriate challenge. Staff provide interesting and enjoyable play experiences across all areas. These are based upon children's specific preferences, interests and abilities. This helps them to become active learners, who are confident to explore, make decisions and solve problems. As a result, children make good progress in their learning and development. Children enthusiastically participate in an adult-led activity, during which they examine a variety of protective clothing and decide when they might wear them. The practitioner is skilful in her ability to

ask open questions, which engage children in purposeful discussion about how a waterproof coat and boots will prevent you getting wet when splashing in puddles. Children try on sunglasses and a wide brimmed hat and they decide that these will protect your eyes and skin from the heat and dazzle of the sunshine. This activity supports children's awareness and understanding of the range of weather we experience and of the importance of protecting yourself when outdoors.

Children of all ages and abilities are fully included, as staff plan well to successfully provide appropriate support, in partnership with parents and professionals as required. Staff know that younger children and those with learning difficulties and/or disabilities require additional resources and adult support to help them engage in some activities. For example, during the whole group activity they have use of a small teddy, which they dress for the different types of weather. This helps children to maintain interest and focus for longer, in order to join in with the older children. Assessment systems are thorough and show that staff have high expectations of children. The quality of teaching is good and impacts positively on helping children develop essential skills for their next steps in learning. For example, children communicate very effectively through signing, vocabulary and facial expression. As a result, they express themselves fully and can establish positive relationships with others. This leads on to developing an ability to cooperate, negotiate and interact effectively to maintain harmonious play.

Children understand the importance of healthy eating, fresh air and physical exercise and are learning how this impacts positively on their growth and development. They are beginning to develop their sense of responsibility as they tidy away toys after use and make suggestions for play. However, staff do not always use daily routines such as snack time fully to encourage children to help with tasks that will promote their independence further, such as preparing fruit, serving it to their friends and clearing away their cup and plate after they have eaten. Parents are actively involved in children's learning as they share information about their starting points, contribute to their learning journey and engage in activities for shared home learning. For example, 'book bags' and 'teddy's holiday' activities provide good opportunities for children to enjoy pre-school resources with parents. The key person system works effectively to ensure that parents have a point of contact and receive information about children's progress. This contributes to children's learning and successfully promotes their well-being.

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

Children are very happy, confident and independent. They enter the pre-school enthusiastically and separate easily from their parent. Children know the daily routine, which supports their sense of security and understanding of the passing of time. They also have use of a visual time line, which they can re-order to influence the order of events to better suit their needs. Children form very secure emotional attachments to adults; even staff who are relatively new to the setting are sought out by children and hugged affectionately. Staff are vigilant and actively promote children's safety. Children are reminded not to run indoors or with food in their mouth, as it may result in trips, falls or choking. They listen attentively to adults explanations and understand that adults care

about their well-being. These positive and caring relationships help children to feel safe at the pre-school. Adults are good role models, providing clear and consistent guidance to children about what is acceptable behaviour. As a result, children are kind, helpful and well-mannered at all times. Children engage in planned activities to explore and celebrate their own culture, beliefs and abilities and those of others. This increases their positive awareness and respect of people's differences.

The pre-school has very recently moved from one part of the school to another. They now have sole use of a large classroom, toilets, kitchen, office and sensory/sleep room. Children access two enclosed outdoor play areas directly from the classroom. They also benefit from use of all school facilities. Furniture, toys and equipment are of a good quality and the classroom is organised very well to create interesting areas for a variety of play experiences. As a result, children are self-motivated and initiate purposeful play with their friends. For example, they care for the toy animals in the role-play 'zoo' area. Staff display children's work attractively and they clearly label storage with pictures and words. As a result, they promote children's sense of self-worth and their independence, as they choose and select activities as and when they wish. Staff have created a wonderful photographic display in the entrance foyer, which helps to promote parents awareness of how children learn through play. However, there are missed opportunities to use similar techniques in the classroom to increase children's sense of self and belonging, as there are no photographs of children with their families, people who are special to them or pets.

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

Staff have a good understanding of the learning and development and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Adults have a secure understanding of the local safeguarding procedures and are confident to follow these if required. The manager is the designated safeguarding officer and she has completed appropriate training. A good range of written policies and procedures are in place with which to share and agree appropriate practice with parents and maintain consistency across the staff team. Staff are deployed well and supervise children to maintain their safety, for example. A written risk assessment is in place and staff complete daily visual checks on the premises, toys and equipment to maintain their safety and suitability. Children participate in regular emergency evacuation procedures to develop their confidence. They learn how to identify and manage everyday risk as they move freely from the indoors to outdoors, use large equipment such as toy cranes and handle small tools.

Staff provide a broad and balanced range of educational experiences for the children in their care. They interact very successfully to support, challenge, encourage and praise children's efforts. As a result, children make good progress and are ready for their next steps in learning. Systems for monitoring children's progress are comprehensive, contain sufficient detail and display an accurate record of children's achievements. Staff secure appropriate interventions as required. They encourage positive working relationships with other early years providers and value the active involvement of parents in their child's

learning. They recognise the benefits of shared opportunities for learning, which contributes to meeting children's needs.

Although some staff have recently left the pre-school, effective recruitment procedures have been followed to replace them with suitable practitioners. Thorough systems for the induction of new staff ensure they are confident and competent in their roles and responsibilities. All staff are checked for suitability and regular appraisals are carried out to monitor performance. The committee are actively involved, take overall responsibility and are very supportive of the staff team. The pre-school regularly monitor and evaluate their practice to identify appropriate areas for future development. As a result, some staff plan to complete further training in management and others intend to extend their safeguarding knowledge and skills. In addition, they are currently in the process of further enhancing the outdoor learning environment. This is because they have recently moved into a different classroom within the same school and have yet to complete all required work to the play area, in order to extend opportunities for outdoor learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY398842
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	937836
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Highertown Pre-School Committee
<b>Date of previous inspection</b>	15/09/2009
<b>Telephone number</b>	077753411164

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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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