

Indian Queens Under Fives

The Recreation Ground, St. Francis Road, Indian Queens, St. Columb, Cornwall, TR9 6TP

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| Inspection date | 31/03/2014 |
| Previous inspection date | 06/05/2010 |

| The quality and standards of the early years provision | This inspection: | 3 |
|--|-------------------------|----------|
| | Previous inspection: | 3 |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| 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 | | 3 |

The quality and standards of the early years provision

This provision requires improvement

- Staff are attentive to children's needs and treat them with respect. As a result, children are happy, settled and enjoy attending.
- Staff share information with parents on a daily basis to keep them informed about their child's welfare and progress. This effectively promotes continuity in children's care and learning.
- Children follow the positive examples set by staff and are cooperative, helpful and socially skilled.
- Staff provide an interesting range of activities which engage children and help them to make progress in their learning and development.

It is not yet good because

- The pre-school does not make all required documentation readily available for inspection in order to provide evidence of the suitability of staff and committee members. This is a breach of the requirements.
- The outdoor area is not resourced sufficiently well in order to fully promote the development of children's literacy skills.
- Staff do not use daily routine activities fully in order to extend children's numeracy skills further.

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 engaged in discussion with children, parents and staff.
- The inspector observed interactions between staff and children.
- The inspector sampled pre-school documentation.

Inspector

Jayne Pascoe

Full report

Information about the setting

Indian Queens Under Fives opened in 1977 and registered in new premises in 2002. The pre-school operate from a purpose-built, self-contained building at the recreation ground in the village of Indian Queens, Cornwall. There is one large playroom with adjoining toilet facilities for children, an office, store cupboard, kitchen and accessible toilet. The pre-school has a designated, secure outdoor play area and benefits from use of the adjoining park and playing field facilities. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 33 children in the early years age group on roll. The pre-school supports children with special educational needs and/or disabilities. It receives early education funding for children aged three and four years. The pre-school opens on Monday, Tuesday, Wednesday and Friday between 9.15am and 4pm, during school term time. There are five members of staff working with the children. All are qualified to a level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all required documentation is readily available for inspection, in particular staff files and suitability checks.

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

- extend children's literacy skills further, for example through the provision of signs, symbols and letters in the outdoor play area
- extend children's numeracy skills further through daily routine activities,, for example counting steps as they climb outdoors and preparing and sharing food and pouring drinks at snack time.

Inspection judgements

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

Staff have a sound understanding of how children learn and develop. They interact appropriately to support and encourage children in their chosen activity. The key person system is effective in establishing positive relationships with children and their parents and carers. This helps staff to understand children's individual preferences, interests and abilities. As a result, children are actively engaged in enjoyable activities across all areas of

learning. However, although staff promote most areas of learning well through daily routine activities and outdoor play, some opportunities to extend children's numeracy and literacy skills are missed. This is because, although children engage in daily activities to use name cards and refer to the letters of the alphabet indoors, they do not have use of a sufficient range of resources, such as signs, symbols and letters to support play outdoors. In addition, children are not encouraged to routinely count, share and solve problems during activities such as whole-group discussion time or snack-time.

Staff provide a wide range of activities based on children's interests and also follow planned themes and topics. This helps to introduce new subjects for children to explore, for example cultural festivals such as Chinese New Year and Easter. All staff demonstrate a sound ability to teach through use of appropriate methods. They listen attentively, ask open questions and provide interesting resources for children to explore. Children are keen to investigate the warm, bubbly water, 'gloop' and shaving foam. They use a range of interesting tools and materials, such as sponges, jugs, small containers and spoons. Children are curious, inquisitive and keen to explore the sensory experiences. As a result, they concentrate well at these activities.

Staff monitor children's progress effectively. They use appropriate systems to establish children's individual starting points, identify appropriate 'next steps' and link these to future planning. Therefore, children have sufficient opportunities to make progress towards the early learning goals. Effective partnership working with parents and other professionals helps to support children with special educational needs and/or learning difficulties. All parents participate in daily discussion with the key person and engage in regular meetings to share assessment records and share ideas for home learning. As a result, this helps to prepare children well for their next steps in learning.

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

Children enter the pre-school enthusiastically and separate easily from their parents and carers. They form a secure attachment to their key person and other staff. Children also establish strong friendships with other children. This helps them to settle and develop a strong sense of belonging and self-confidence. Children move freely from indoors to outdoors as and when they wish. They are encouraged to make independent choices about what they will do with the range of tools, materials and resources available. As a result, children produce creative and unique pieces of work, which staff display attractively on the pre-school playroom wall for all to admire. Staff establish effective links with other early years providers which helps to support children in their move to other settings, and on to school.

Staff are positive role models who set good examples to children of expected behaviour. As a result, children are well behaved, helpful and considerate to one another. Through planned, adult-led activities and the regular use of a suitable range of toys, books and resources, children develop a positive awareness and respect of peoples' differences. Staff engage children in ongoing discussion about how to keep themselves safe. They remind them to hold small tools, such as scissors, carefully and discuss the importance of moving

steadily when using the outdoor play equipment, as it is slippery and wet outside. Because staff treat children with high levels of concern, children feel safe and secure, which in turn promotes their overall sense of well-being. Children benefit from hearty snacks, which include plenty of fresh fruit. They have free access to drinks throughout the day. Children sit socially to eat with their friends and those who stay all day bring a packed lunch, which is stored and served hygienically. They learn about where their food comes from, as they grow their own fruit and vegetables in the spring and summer months. Children demonstrate an ability to manage their own personal care needs well, in relation to their age. Through ongoing discussion with staff they understand why this is important. Outdoors they benefit from plenty of fresh air and physical exercise, which helps to promote their good health.

The pre-school is spacious, comfortable and welcoming. Toys, resources and equipment are stored in labelled boxes and storage units at child height. This promotes children's independence as they can freely select favourite items as and when they wish. They also enjoy being able to help one another to set out activities and tidy away toys after use. This successfully promotes their ability to cooperate and negotiate. The playroom is well organised to meet the needs of the children and to promote their increasing levels of independence. Following recent improvements there is now a doorway that leads directly from the playroom to the outdoor play area. This provides children with free access to the outdoors, enabling them to choose their preferred learning environment. Outdoors, there is a wide range of ride-on toys, climbing equipment and creative materials.

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

Staff have a satisfactory understanding of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. They demonstrate a sound understanding of the local safeguarding procedures and are confident to follow these if required. The acting manager is the designated safeguarding officer for the pre-school. She has completed appropriate training to support her in this role. There is evidence that staff supervise children appropriately at all times. Effective procedures are in place to ensure that staff and committee members complete the required suitability checks. However, some of these checks and staff files are not readily available during the inspection, which is a breach of the requirements. This is because some records are with the chairperson, as they are currently in the process of review following recent changes in staff and committee. Therefore, during this time of change, operational procedures relating to the provision of essential documentation are not sufficiently robust. A suitable written risk assessment is in place and staff complete daily visual checks on the premises, toys and equipment. Therefore, appropriate procedures are in place to protect children from harm. Children participate in regular emergency evacuation procedures, which helps to develop their ability to keep themselves and others safe, for example in the event of a fire. They learn how to identify and manage everyday risk as they climb on the outdoor equipment, handle small tools and move carefully indoors and outdoors. As a result, staff safeguarded children appropriately.

Procedures for recruitment, induction and supervision of staff are effective. Regular appraisals take place to monitor staff performance and identify areas for future development. Staff share and agree a suitable range of written policies and procedures with parents to maintain continuity of care and learning across the provision. Links with parents, other early years practitioners and agencies contribute to meeting children's individual needs. Assessment systems are effective. Staff use these well to monitor children's progress and to share and celebrate individual achievements with parents. Parents provide positive feedback of children's achievements at home through use of 'WOW' sheets. The pre-school evaluates their practice to identify areas in which to make further improvements. As a result, they plan to enhance the outdoor play area to include a tarmac 'roadway' for ride-on toys. However, leaders and managers have not successfully addressed all the recommendations from the previous inspection, as this included improving systems for organising the pre-school documentation to ensure that it is accessible, and extending children's literacy and numeracy skills, through effective use of everyday routine activities. This limits the pre-school's capacity to demonstrate a strong ability to continuously drive improvement.

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

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|------------------------------------|-------------------------------------|
| Unique reference number | 102819 |
| Local authority | Cornwall |
| Inspection number | 816846 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 33 |
| Name of provider | Indian Queens Under Fives Committee |
| Date of previous inspection | 06/05/2010 |
| Telephone number | 01726 862919 |

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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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