

Torpoint Bandhut Pre-School

Torpoint Bandhut Pre-School, Antony Road, Torpoint, Cornwall, PL11 2JR

Inspection date	24/04/2014
Previous inspection date	06/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 provide children with interesting activities both inside and in the outdoor environment, which appeal to their different learning styles when choosing their play.
- The staff compile information about children before they begin attending which means staff understand the children they care for and cater to their individual needs.
- Staff work in partnership with parents and outside specialists to support children's individual learning and development needs well.
- Staff follow stipulated procedures to ensure children are kept safe at all times while they are at the pre-school.
- The manager monitors children's progress, which helps staff quickly identify children's specific learning requirements, so all children make good progress.

It is not yet outstanding because

- Some children engage less well in group activities when these groups become too large.
- On occasion, staff miss opportunities which help older children to develop personal independence to build self-confidence further in readiness for school.

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 engaged in adult-led and child-led activities.
- The inspector scrutinised children's development records and learning journals.
- The inspector had discussions with staff members and the manager.
- The inspector conducted a joint observation with the manager.
- The inspector gathered opinions of parents through discussion.

Inspector

Tristine Hardwick

Full report

Information about the setting

Torpoint Bandhut Pre-School is privately owned and managed. It has been in operation for over 30 years and has been registered under the current owner since 2009. The pre-school operates from Torpoint Bandhut in Torpoint, Cornwall. Children have use of an outdoor area. The building is accessible via steps at the rear. The pre-school is open each weekday. On Mondays, Wednesdays, Thursdays and Fridays sessions run from 9:15am until 3.15pm. On Tuesdays, the session is from 12.15pm until 3.15pm. There are currently 35 children on roll in the early years age group. The pre-school is funded to provide early education to children aged three and four years. The pre-school is registered by Ofsted on the Early Years Register. There are eight members of staff including the owner; seven staff hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- organise group activities to engage all children fully, such as by varying the size of the group or creating a second, smaller one as necessary, to keep children's attention
- extend chances for older children in particular to develop their personal independence skills, such as by teaching them how to serve themselves at meal times.

Inspection judgements

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

The room in which children play is bright and well laid out by staff. Low-level resources encourage children to select which toys they would like to play with. This helps them become independent learners in readiness for their eventual move to school. The staff set up a range of activities each session which successfully appeal to all children's interests. Some activities are adult-led and planned with specific teaching aims that take learning forward.

Staff take time to gather information about children before they start. They work well with parents to settle their children and adapt systems to what they feel best suits the individual. For example, staff and a parent decided afternoon sessions may be more suitable to a particular child's needs. This effective communication helps children settle in quickly. Staff make notes about children's abilities when they start. Through close contact during the settling in period, staff make observations of children and seek to establish 10

things the child can achieve. This helps them to establish a baseline of achievements from which staff form a learning and development plan unique to the child. This approach helps staff track children's progress too so that any gaps in learning are addressed. This individual planning and observation helps children to settle more quickly. It shows staff are proactive in developing their knowledge about children and have high expectations for their achievements.

Staff take time to build relationships with their designated children. They are responsible for planning and putting in place activities which continue to appeal to children's interests and development needs throughout their time at the pre-school. This approach that staff adopt helps children to feel safe and emotionally secure, and helps them to continue to be settled. All staff work together to provide a broad range of activities which help children to learn well. Staff cover all required areas of learning through planning a range of interesting and challenging experiences. These continue to stimulate children's interests, both indoors and outside, throughout their time at the pre-school, which helps children make good progress.

The outside area has been developed successfully and staff use the space they have available very well. Concise planning enables staff to set up the outdoor space in an imaginative way. Children enjoy the outdoors area very much. They evidently look forward to putting on their coats and choosing from the range of activities on offer. Children practise a range of skills outside. They learn to control their bodies using ride-on toys or by digging with their hands in the sand to look for 'treasure', for example.

Teaching methods are good. Staff blend learning into play very well. For example, the discovered treasure pieces all start with the same letter sound. Staff use such activities skilfully to introduce children to the phonic system in preparation for learning to read. This helps children to acquire useful skills in preparation for their move to school. Staff understand how to draw children into activities which help them develop their understanding and skills. Staff also understand when to enable children to explore independently, which helps children to develop skills for school. For example, during a drawing activity children are shown how to draw around their hand and then encouraged to attempt it independently. This helps children gain hand control in preparation for learning to write. On occasion, some children do not fully engage with group activities owing to the size of the group, which can be distracting for others, so attention wanders.

Staff monitor and record children's learning in scrap-book style journals. Close monitoring enables staff to make accurate assessments of children's capabilities and learning needs. This monitoring leads to staff seeking further professional help if needed. For example, staff implement the suggestions from outside specialists in order to identify specific needs and then address these.

Staff use a range of teaching strategies to encourage children to develop their language and communication skills well. For example, they teach children to sing songs and use picture cards to communicate that it is tidy up time. This latter method helps to ensure all children understand what is happening and can take part equally.

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

Staff make good use of the available resources, so children are happy and engage in their chosen tasks. They are confident to play independently or with others. The easy access to resources enables children to extend their learning as they wish. For example, children sit at a drawing activity and gather further resources to extend their play as they choose. This stems from the way staff present toys and equipment and helps to promote children's confidence and self-esteem because they can manage things for themselves.

Staff build good relationships with parents which helps them to provide tailor-made experiences for the children. This staff knowledge of children's separate needs helps to settle and reassure children, promoting feelings of safety and emotional security. For example, a parent explained that the staff have 'worked hard' to settle the child and have changed the attendance pattern. This change has been found to be more beneficial for the child. Similarly, staff have learnt to use sign language to help all children understand what activity is about to take place. This inclusive process means all children can participate equally. Staff encourage parents to use various signs at home which consolidates the learning methods of the pre-school. This helps children because the method of support they receive is consistent between home and pre-school.

Staff are good role models. They interact well together and show respect to each other. They teach children similar skills so they are polite. For example, children say 'please' and 'thank you' appropriately. Most of the time staff encourage children to become independent. For example, they teach children to wash their hands and to put on their coats. Occasionally, staff miss opportunities to help children develop their independence further, such as serving themselves whenever possible. Staff regularly praise children for their contributions. They listen attentively to children's views and ideas. All this attention helps to promote children's feelings of self-worth, so they gain confidence. Such attributes are important to help children cope with new challenges, especially those who will be moving onto school.

Children enjoy playing in the outdoor environment. Though small, staff have adapted the area extremely well into a safe and most stimulating learning space for children. For example, the introduction of rubber flooring minimises injuries. Staff set up activities which cover all areas of learning and link successfully into weekly planning. These are relevant to children's interests and abilities so they are motivated to take part.

Staff use the outside area to promote children personal, social and emotional development as well as their physical skills. Children develop their social skills and co-operation with others well. For example, children playing on a slide learn to take turns, so they use the slide safely. Staff take other opportunities too, to teach children how to act in safe ways, such as when going up and down the steps into the pre-school. Staff ensure children walk on the steps and teach them to steady themselves by holding on to the wall.

Staff know how to keep children safe. They are aware of how to identify children who are being harmed and understand the pre-school's policy and the procedures to follow should such an incident occur. They understand 'whistleblowing' procedures. They conduct risk

assessments daily, so children use safe environments.

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

The manager understands her role well. She monitors children's progress and checks that staff meet children's learning and development needs. She is dedicated to the success of the nursery and staff follow this lead. This means that children experience a good learning environment and make progress, which helps form solid foundations for their future learning.

The manager and staff evaluate procedures to continually improve practice. For example, the changed systems at the beginning and end of sessions better maintain security and communications with parents. This change protects children better and helps to build good strong relationships with parents. Parents' views are taken into account. Questionnaires provide the opportunity for them to make suggestions about their children's experiences and suggest ways to further improve the setting. The management use these evaluations to continually reflect upon their teaching methods to drive improvement. For example, reflection helps staff employ consistent teaching methods across their team, such as in regard to observation and assessment. The introduction of the outdoor safety surface demonstrates the provider's determination to drive improvement too.

Close monitoring of staff practice also help to ensure standards are maintained. For example, students receive support and guidance with their studies from the manager. They are also provided with an induction programme which familiarises them with pre-school and expected practices and policies. This approach helps a consistent approach too, such as towards behaviour management.

Staff are encouraged to develop their own practice. Annual appraisals and monthly supervisions help staff to highlight their own learning needs. The manager seeks out training opportunities which they are happy to attend, demonstrating a positive attitude to further professional development. For example, staff attended a recent course about 'active play'. This course has enabled them to provide specific opportunities which further engage children in their learning, so showing that staff make use of training to drive improved provision for children.

Daily discussions provide the opportunity for all staff to regularly share information about children, in order to know and meet their needs. Weekly room meetings encourage specific discussions around observations, for example. Staff develop relationships with parents as well as external agencies, such as the early years advisory teacher. These useful links mean that children's needs are closely monitored and as a result specialist support is quickly in place when required, so needs are met.

The manager uses safer recruitment procedures, which means that staff have undergone rigorous employment processes. All staff have suitable persons checks, so they are cleared as suitable to work with children. They use their qualifications well to promote the

requirements of the Early Years Foundation Stage. All hold paediatric first-aid qualifications, so are trained to know how to react should a child sustain an accident or injury.

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	EY389756
Local authority	Cornwall
Inspection number	844631
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	20
Number of children on roll	35
Name of provider	Joanne Louise Bowden
Date of previous inspection	06/05/2009
Telephone number	07821545973

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Type of provision

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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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