

# Mawnan Pre-School

Pre-School Building, Carwinion Road, Mawnan Smith, Falmouth, TR11 5JD

<b>Inspection date</b>	21/07/2014
Previous inspection date	15/02/2011

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

- Children are all fully involved and busy at activities, this is because the setting is well resourced and the staff skilfully extend children's thinking and activities through their involvement and expert questioning and prompts.
- Warm relationships with and knowledge of children and their families enables the staff to encourage children's discussions and interests.
- The well resourced outdoor play area enables children to explore and learn both indoors and out a, while benefitting from their access to fresh air.
- There are good arrangements in place to to secure smooth transitions for children moving on to school.

### It is not yet outstanding because

- Sign language is not in routine use in the setting to extend children's communication skills and raise their awareness of difference and diversity.

## **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 took account of the views of parents and carers spoken to on the day and included in the setting's survey
- The inspector carried out a joint observation alongside the manager
- The inspector observed activities in the playroom and outdoor area
- The inspector checked and discussed documents relating to the suitability and qualifications of staff
- The inspector sampled documentation regarding planning and children's progress.

## **Inspector**

Lynne Bowden

## Full report

### Information about the setting

Mawnan Pre-School is managed by a voluntary committee of parents and is a registered charity. It has been in operation for over 30 years and has recently relocated into purpose built, fully accessible, self-contained premises, on the original pre-school site. It is situated in the rural village of Mawnan Smith, near Falmouth, in Cornwall. The pre-school is open each weekday, from 9 am until 12 noon and offers a lunch club between noon and 1pm, when the afternoon session begins until 3 pm. during term times only. All children share access to a secure There are currently 47 children in on roll. This includes three and four-year-old children receiving funded nursery education. The pre-school employs five members of staff. All hold appropriate early years qualifications ranging from level 3 to degree level. The setting receives support from the local authority.

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

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

- embed the use of sign language in daily routines to support children 's communication skills and raise their awareness of difference and diversity.

## Inspection judgements

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

The educational programme is good. Staff use information from parents and their own observations of children to quickly establish children's starting points and their next steps. Key persons use a development framework to continually assess each child's level of development and identify appropriate, next steps. They use this information to provide and plan activities and experiences, which interest and engage children and so support and encourage their further development. Children's achievements are recorded in their learning journals. These include regular summaries of their progress, including written progress reports for two-year-old children. In addition to informal discussions, staff and parents share information about children's development and learning at regular progress meetings. Parents are able to share information about their children's achievements at home, in both written notes and casual discussion, to support assessment and planning. The setting's good use of the Every Child a Talker programme enables staff to identify, monitor and track the progress of children's speech and language development. When appropriate, they seek support and work with other agencies, such as the speech and language therapy service, to identify causes and take steps to address them. The progress records of individual children enable staff to identify if any children need additional support and show that all children make good progress in all areas of learning. Children proudly produce a variety of insects to show adults as a result of their bug hunts. The staff's interest and enthusiasm encourages children as they learn identify and name the

different insects and carefully observe their characteristics. This feeds and encourages children's curiosity in the environment and the world around them. Staff support children's imaginative play, conversation and awareness of number as children enjoy fishing for numbered fish. Children happily explain how they are busy catching fish for their tea. Staff join in their play and as skillfully check children's awareness of number. For example, they ask for a red fish with the number three, enabling children to correct them and point out that the number three fish is green. The children go on to identify the number five on the red fish. Staff lead activities which support young children in learning to compare and identify objects of different sizes. They present children with a selection of cut out boat shapes in three sizes and ask children to find the biggest and then the smallest, to stick onto a picture. Children do this successfully and staff challenge them further by asking how to describe the third boat, which with some thought older children name as the medium one. Young children enjoy mark making with paints, pencils and water outdoors as they paint the fence. Older children confidently and independently label their drawings and write out comprehensive lists of things they need to take on their holiday. These abilities and understanding of the importance of writing equip children well for their future literacy and writing. Staff encourage children's growing independence, as on their arrival they encourage children to put their belongings and packed lunches away. They support young children in washing their hands and older children do so independently. Staff make good use of mealtimes, encouraging children to slice some fruits, cutting a banana in half and counting how many pieces of fruit they each have, while pouring out their own drinks. This also reinforces children's mathematical and physical development. Children thoroughly enjoy climbing over and under their boat themed climbing frame, where they develop strength, balance, spatial awareness and confidence.

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

The staff get to know their key children and their families well and develop warm and caring relationships with them. High staffing levels enable staff to reassure new children and give them the reassurance, support and attention that they need to feel secure and settle in. All the staff work full time during term time which means, that with the exception of illness, key persons are available every day. This enables young children to explore their surroundings and participate in activities using their key person their reliable security base. Children become familiar with routines and the simple rules at the setting, which support them in behaving well and increase their sense of security. The warm and friendly respect that the staff demonstrate to each other and the children provides children with positive role models for them to follow. Records show that children show concern for their friends, supporting and encouraging new comers in participating in activities. Children learn about healthy lifestyles. They take part in planned activities about health. The staff remind children of the need to wash their hands before meals to get rid of germs. Staff teach children about different foods as they grow vegetables in the garden and talk about different foods as they create shopping lists for their role play shop. The setting has just begun to participate in a regional nutrition programme. They inform parents about healthy balanced options for packed lunches and provide nutritious snacks mid-morning and afternoon. Their healthy eating policy provides children with a choice of milk or water to drink. Sign language is being introduced at the setting, to support children in their

communication and promote inclusion. However, this is not yet routine practice. The free choice children have to move between indoor and outdoor play areas ensures that children benefit from daily fresh air and exercise. As there is plenty of space both indoors and out for children to participate in numerous activities, without disrupting their friends. This with the wide range of good quality resources enables children to freely explore and develop their play. For example, as several children discover the effect of banging foam building bricks they establish a marching band, parading around the outdoor play area, keeping time and gathering together more participants. Children learn about beach safety on outings to local beaches. Staff arrange for visits from the fire service, to raise children's awareness of fire safety and the role of fire officers. Children also become familiar with the fire evacuation procedures through their participation in regular drills. These activities support children in keeping themselves and their friends safe. When children also attend other childcare provision, staff are proactive in approaching them to share information about children. A childminder praises the regular information that she receives from the setting that enables her to provide consistent learning experiences. Children move on to several different schools from this setting, with most going on to the local school. The setting makes links with all the schools and reception teachers come to visit and observe children in the preschool. Links with the local school are particularly strong with the teacher visiting the preschool each Friday. Preschool staff accompany children on introductory visits to the school. These links support children's transitions well. Children's developing skills in all areas of learning help prepare children for their future.

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

Staff at the setting meet the safeguarding and welfare requirements well. All staff have had checks carried out regarding their suitability to work with children. Staff have a good understanding and awareness of safeguarding procedures and update this knowledge with regular training. The staff are conscientious about keeping the building secure and controlling access. Risk assessments and checks on the premises and equipment in use ensure that they are safe. All have current first aid training to enable them to deal with any accidents appropriately. Written policies and procedures are available to parents and support good practice throughout the setting. Effective partnerships with other providers and agencies enable the staff to meet children's needs well. Parents and carers value the communication and relationships that they have with staff. They are confident that their children are happy and well cared for. They feel well informed about their children's progress and learning and are pleased with the progress their children make. The staff have a good understanding of their responsibilities in meeting the learning and development requirements. They monitor children's progress towards all the early learning goals, linking their observations to guidance documentation. Key persons identify next steps for individual children and activities to promote these. They share these with their colleagues at planning meeting to ensure that overall planning addresses them. The manager monitors the progress of all children across all areas of learning. She uses this information to identify strengths and weaknesses in the educational programme. The staff group work well as a team, they are aware of and value each other's strengths, sharing ideas and learning from each other. Supervision and appraisal systems enable the

management team to support staff in their professional development, and to identify and address any difficulties or concerns. Staff use their growing knowledge to develop and improve their practice. They regularly update their self-evaluation and monitor their provision. This demonstrates their commitment to, and capacity for, continuous improvement.

## 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>	102923
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	816853
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Mawnan Pre-School Committee
<b>Date of previous inspection</b>	15/02/2011
<b>Telephone number</b>	01326 250627

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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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