

Warbstow Pre-School

Warbstow Community Primary School, Warbstow, Launceston, Cornwall, PL15 8UP

Inspection date

Previous inspection date

09/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	3
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 work with the adjoining school to help children cope with their move into formal school.
- Staff support children to develop social skills so they become confident and relate well to others.
- Staff provide a range of accessible resources and activities that appeal to children and that they enjoy.
- Staff encourage children to be independent and manage their own needs appropriately.
- Staff are aware of how to safeguard children and provide a safe environment for them.

It is not yet good because

- The provider has failed to inform Ofsted of a change to the nominated person and the manager. This a breach of the legal requirements.
- Children's personal information is not always handled in a way that ensures confidentiality.
- The quality of teaching is inconsistent. This means children lack challenge in their learning because activities are not always challenging and based on individual children's interests and needs.
- Staff supervision and training, and self-evaluation, does not focus on raising the quality of teaching and learning.

- Children are not always able to access activities in all areas of learning outside, which reduces opportunities for active children who prefer to learn outdoors.

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 during their play both indoors and on the school playing field.
- The inspector sought the views and opinions of parents through discussion.
- The inspector held a meeting with the head teacher and manager of the pre-school.
- The inspector examined documentation relevant to children's care and development.
- The inspector invited the manager to carry out a joint observation.

Inspector

Tristine Hardwick

Full report

Information about the setting

Warbstow Pre-school was registered in 2004 and is governed by the Warbstow Community Primary School Governing Body. It is located in the village of Warbstow, Cornwall and is in the grounds of the adjoining primary school.

The pre-school is open Monday to Friday, from 8.50am until 12.50pm, and two afternoons a week, on Tuesday and Thursday, until 3.30pm during term time only. There are currently 22 children on roll. The pre-school receives funding for the provision of free early education for children aged three and four. It is registered on the Early Years Register.

There are three members of staff in total. Two hold appropriate childcare qualifications at level 3 and one has qualified teacher status. A student is placed at the setting and attends there one day a week for training.

What the setting needs to do to improve further

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

- ensure that information relating to each child is handled in a way that ensures confidentiality
- ensure staff receive regular supervision and training in order to focus on monitoring and raising the quality of teaching and learning
- improve staff's knowledge of the learning and development requirements so that children receive enjoyable and challenging learning experiences across all areas of learning based on their individual needs, interests and learning styles

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

- use more rigorous and effective systems to evaluate the provision, inform priorities and set challenging targets for improvement, with particular attention to raising the quality of teaching
- improve opportunities for children to move between the indoor and outdoor areas so they can experience all areas of learning in both environments, depending on their preferred learning style.

Inspection judgements

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

Staff support children's learning sufficiently. Staff provide a range of activities and resources which appeal to children's potential interests and cover all areas of learning. Children enjoy playing with the sand and constructing models with building bricks. During sand play staff use some opportunities to introduce some simple mathematical concepts, such as 'more' and introduce vocabulary such as 'drier' and 'wetter'. This promotes children's communication and language appropriately. However, staff often miss opportunities to help children fully engage in some activities. For example, when children bang on a drum or play with a guitar, staff do not attempt to interact with them. This means children are not encouraged to explore and talk about the sounds they make or concepts such as quiet, loud, fast and slow. As a result, children lack challenge in their learning. Occasionally this results in children occupying themselves in less meaningful activities, such as running around.

Teaching standards are varied, which means that children are not consistently challenged in their learning. At times, some staff spend too much time on domestic tasks, such as preparing drinks and snacks and tidying up resources. This means some children are left insufficiently supervised and their learning is not monitored or extended. Other staff involve themselves in children's play and interact with them to extend their learning. For example, one member of staff sat with children to explore paints and decorate pots. Children learnt how to mix colours, explore the paints with their hands and print with their hands to decorate pots. The staff member also introduced some literacy skills, using her hands to form the initial letter of children's names in the paint on the table. This demonstrates that children have some opportunities to develop skills in readiness for school. In addition, during carpet time children sit well on the floor, on cushions or comfy chairs, and engage in listening to a story being read. They concentrate well, develop listening skills and enjoy books.

Staff do not keep children's information in the pre-school because they take their key children's learning journals home for completion. Most of the journals were not available during the inspection. This means that parents do not have free access to their child's information and neither does it make sure that personal information is kept safe. As staff do not update children's developmental information regularly, it does not help them to make sure activities continue to meet their learning needs. As a result, children lack challenge and are not encouraged to make the best possible progress.

Staff regularly communicate with parents, who know their child's key person. Some information is shared regarding children's learning and development, although parents are not always able to view their child's learning journeys, as they are not always on the premises.

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

Staff take time to develop relationships with children. This helps children to develop confidence and security. Each child is given time to talk and be listened to. They are not rushed and children respond well. For example, staff ask questions to extend their communication, such as talking about the colours of a bracelet by asking children to describe things they have seen. As a result, children are patient and listen well too. This helps children to develop important language and social interaction skills which will help to prepare them for school.

Staff encourage children to learn about healthy lifestyles. Staff provide fruit and vegetables at snack time and provide water to keep children from becoming thirsty. During snack time children are offered either water or milk.. Staff encourage children to develop their physical skills as they run and play on the grass. Children enjoy jumping in and out of hoops and using the parachute, lifting it up high. However, staff do not always encourage children to use their own outdoor area. At times, staff take activities outside for children to enjoy, but this is often dependent on the weather and staffing levels. This means that those children who are active learners and prefer to learn outdoors are not always able to.

Staff encourage children to be independent and manage their own needs appropriately. For example, children get a tissue to wipe their nose and dispose of it in the waste bin unasked. Older children go to the toilet independently and can put on their own wellington boots to go outside.

Staff work well with the adjoining school to help prepare children for their move into primary school. Once a week children spend time in the reception class, and the whole pre-school take part in activities with children from the reception year and their teaching assistant. This helps children to develop confidence in their new environment and begin to establish relationships with new adults and other children.

Staff have appropriate systems in place to manage children's behaviour. Children, therefore, mostly learn the boundaries and expectations of their behaviour. For example, staff say to children 'gentle hands please' when they become rough with one another, or 'walking feet' when indoors. This shows overall, staff use suitable methods to encourage good behaviour. However, on occasion, children lack challenge in their learning, become bored and run around.

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

The provider is not fully aware of her responsibilities in meeting the requirements of the Early Years Foundation Stage. She failed to notify Ofsted of changes to the nominated person and the manager. It is a legal requirement to do so. On this occasion Ofsted do not intend to take further action as the nominated person is the Head Teacher of the school and the manager has had suitability checks carried out by the school. Therefore, there is minimal impact on children's welfare and well-being. In addition, staff take home

children's learning journeys to update and at times these are left in inappropriate places, such as the boot of their car. This means that confidentiality regarding children's information is not ensured. This is a further breach of a legal requirement.

Staff are confident to deal with issues relating to child protection. They are aware of the procedures to follow if they have concerns about a child's welfare and can identify possible signs and symptoms of abuse. Staff make sure the environment is safe for children, therefore, they can explore freely. There are suitable procedures in place for the recruitment of new staff. All staff undergo vetting checks and information regarding these is available for inspection.

The provider and manager complete some form of self-evaluation, but this is not always shared well between them and the staff. Consequently there is no shared vision for improving aspects of the pre-school. For example, there are no action plans which highlight strategies to drive the pre-school forward through consistent self-evaluation.

There are unclear systems in place to monitor staff performance, which results in missed training opportunities. Staff do not develop their own skills to be able to continually meet the needs of the children they care for and as such, children miss important learning opportunities. Monitoring of staff practice does not focus on raising the quality of teaching and learning.

Staff work with parents to support their children. They provide newsletters about topics they are working on at and provide information about how parents can further support their children at home. Parents comment their children are happy and information they receive helps them to 'fill the gaps' at home.

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	EY288052
Local authority	Cornwall
Inspection number	814736
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	22
Name of provider	Warbstow Community Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01566 781388

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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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