

Devoran Pre-School

Market Hall, Market Street, Devoran, TR3 6QA

Inspection date

Previous inspection date

17/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 demonstrate a good understanding of their roles and responsibilities. They work well together to provide a safe and stimulating environment where children learn through play.
- Effective settling-in procedures enable new children to feel secure, confident and safe. Children enjoy being in the pre-school and make good progress in their development.
- Staff provide a wide range of purposeful activities to stimulate and engage children. Consequently, children enjoy learning because they are busy and occupied throughout the session.
- Staff have positive partnerships with parents, other providers and agencies, which enable them to provide good support to children's individual needs.

It is not yet outstanding because

- Although staff provide well-organised role-play areas to attract children's interest, they do not always enable them to develop their own ideas in imaginative play.
- Although there is a good programme of activities to promote children's literacy development, staff sometimes miss opportunities to extend children's learning and to encourage the practice of their writing skills.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in their play activities indoors and outside.
- The inspector had discussions with the manager, staff and parents.
- The inspector read a sample of children's development records.
- The inspector checked safety of the premises and required documentation.

Inspector

Julie Wright

Full report

Information about the setting

Devoran Pre-school originally registered in 1991. It re-registered in 2014 when the group moved to larger premises. It is run by a voluntary committee and operates from the Market Hall, in Devoran, near Truro, Cornwall. There is an enclosed outdoor play area and an adjacent park for outdoor play. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates each weekday from 9am to 3pm, during term time only. There are six members of staff employed to work with the children. The manager holds Early Years Professional Status and four staff have qualifications at levels 2 and 3. There are currently 37 children on roll, all of whom are in the early years age group. The pre-school receives funding to provide free early education places for children aged three and four years.

What the setting needs to do to improve further

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

- provide more opportunities to inspire children's creative thinking and enable them to take a lead role in their imaginative play
- extend the opportunities for children to write and understand the meaning of print.

Inspection judgements

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

Children are very happy in the pre-school and explore the play areas with interest. They are eager to investigate and make independent choices with confidence. For example, they select fresh vegetables from their harvest display table to examine. Staff interact well with children to promote learning and communication. For instance, during the inspection, they helped children to compare weight, size, colour and smell, such as between the 'big marrow' and 'long leek'. Children went with staff to pick fresh tomatoes from a garden, which they added as an ingredient to the vegetable tart they were making. These examples show that staff reinforce children's learning through various topical and stimulating activities. Children take part in cooking and baking activities on a regular basis. They learn about quantity, capacity and differences between liquids and solids. Staff develop children's mathematical interest and understanding throughout the session. They provide a mathematics area with resources for matching, sorting and counting. During the inspection, children reached up with curiosity to touch the gel numbers hanging from the canopy. Staff and children played a magnetic fishing game together on the floor. Children focussed well, including the newest and youngest two-year-olds. They all had fun and enjoyed the activity. Staff engaged children well and asked different questions, to suit the

ages and stages of children. For instance, they asked older children to find specific fish, by colour and number. Younger children practised their hand and eye coordination as they worked out how to catch a fish. Staff demonstrate effective teaching skills and have a good knowledge of children's individual learning and development.

Staff encourage children's interest in books and provide a variety of writing materials, to support literacy skills. They include examples of children's activities in the development folders. For example, children do tracing and dot-to-dot pictures. Staff display print around the setting, although signs and labels do not reflect children's contributions. There is a good range of resources for imaginative play. For example, children play with toy animals, vehicles and figures. They enjoy the home corner, which is of particular interest to the younger children. However, play areas tend to be organised by staff, which sometimes results in adult-led and prescriptive learning for children. Staff provide effective support and activities to promote children's communication and language development. They encourage children to listen, speak and concentrate, which promotes skills needed for school. Staff work well with parents and other services to promote children's individual progress. They note new words and phrases that children say, to monitor their growing vocabulary.

Assessment procedures are clear and cover all areas of children's learning and development. Records show that children make good progress from their starting points. Staff make regular assessments and complete the progress check for two-year-old children as required. They inform parents about children's activities and forthcoming events. To involve parents in children's learning, staff ask for photographs from home to link with the project 'My Family'. They encourage parents to bring things back from their holidays, so they can talk to children about their experiences. The pre-school has close links with the local primary school and other providers. This enables good communication systems to support children as they prepare to go to school, or when they attend different settings.

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

Staff provide a warm welcome to children and their families. Children arrive happily and immediately begin to play. They are inquisitive and eagerly join an activity. For example, children chose to sit at the creative play table and made tissue flowers for a display at the church. Others decided to construct as they tapped nails into pieces of wood. Staff supervise children well to support them and keep them safe. They offer gentle reminders to be careful and prompt children to think about the consequences of their actions. Children respond well to staff and readily follow instructions. For example, they quickly gathered together for circle time and sat on chairs. Children listened and concentrated well during the activity. They sang action rhymes with staff, had a story and talked about what they had been doing. Staff used props to good effect to engage children's interest and help them recall. This type of activity promotes children's social skills as they cooperate in a group. Children are quick to learn the routines, which help them feel secure and understand timescales.

Staff are aware of children's individual needs and enable children to develop independence skills. For example, they know which children need help with their personal care. Staff are conscientious about children's safety and well-being. They take effective steps to protect children's health. For instance, they vigilantly check that cooking ingredients do not pose an allergy hazard. Children benefit from frequent outdoor play activities at the pre-school and in the park. They like to ride wheeled toys, which they skilfully manoeuvre around the play area. Children understand that a line of cones defines how far they can go on their tricycles, for safety reasons. Staff play games with the children to encourage physical development. For example, children practised skills as they threw animal beanies from a line into a hoop. They use crates and tyres to create an obstacle course. Children make independent choices, such as when they decide to water the plant pots. Staff respond promptly to children's ideas and suggestions, for instance, to use the binoculars. They provide various materials for children to discover, such as water, cornflour and paint. Staff organise sports exercise sessions each week, which children and parents are enthusiastic about.

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

Staff effectively put their policies and procedures into practice to keep children safe. For example, they check for hazards at the park before they take children there. Premises are secure and staff make sure that only authorised persons collect children. Staff have additional help at each session to enable effective deployment and close supervision. A robust vetting and recruitment process helps to assess the suitability of people who work with children. Clear induction procedures mean that new staff and students receive positive guidance. All persons working with children demonstrate a secure understanding of the procedures to safeguard children's welfare. Records and documentation required for childcare purposes are in efficient order. These contribute to children's health, safety and welfare. Staff demonstrate with competence that they meet the statutory requirements in full.

The committee and staff work closely together and are proud of their village pre-school. They are thrilled with the move to these premises, which has meant a significant improvement. Staff demonstrate a good capacity for continuous development to benefit the children. For example, they are currently planning more outdoor resources to extend the learning activities. Regular staff meetings provide opportunities for staff to discuss, plan and monitor their effectiveness. They review activities and reflect on how successful they are in meeting the needs of children. Staff attend relevant training to update their knowledge and awareness. For instance, they have completed first aid and food hygiene. They have developed daily phonics activities for children, to build on their educational programme.

Staff have good relationships with parents and seek their views as part of their self-evaluation. Feedback from parents at inspection is very positive. They say that children are excited to go and settle immediately after the holidays. Parents describe staff as 'approachable and friendly' and they value the provision. Staff have effective partnerships

with parents and relevant others. This means that they work together to target specific areas of children's development, to enable good progress.

The Childcare Register

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY475179
Local authority	Cornwall
Inspection number	960422
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	37
Name of provider	Devoran Pre-School
Date of previous inspection	not applicable
Telephone number	01872859885

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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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