

Ponsanooth Pre School Committee

The Portakabin, Ponsanooth Playing Field, Ponsanooth, Truro, Cornwall, TR3 7RQ

Inspection date	03/10/2014
Previous inspection date	28/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 skilfully promote children's health and physical development, so children develop positive attitudes and learn to understand about being healthy.
- Children benefit from a good programme of activities and consistent routines, which prepare them well for school.
- The outdoor area is well equipped to attract children's interest, which promotes continuous learning for children when they play outside.
- Staff are enthusiastic and committed to the future development of the pre-school, with clear plans in place to make ongoing improvements to benefit the children.

It is not yet outstanding because

- Although staff offer some opportunities to involve parents in their children's learning, these are not consistently available.

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 had discussions with the manager, staff and parents.
- The inspector observed children in their play activities, indoors and outside.
- The inspector checked a sample of records and documentation, including information on children's progress.
- The inspector undertook a joint observation with the manager.
- The inspector checked safety and suitability of the premises.

Inspector
Julie Wright

Full report

Information about the setting

Ponsanooth Pre-School is a committee run group that registered in 2008. It operates from the community building on the village playing field in Ponsanooth, close to the Cornish towns of Redruth, Falmouth and Truro. A secure area is available for outdoor play activities. The setting is open Monday to Friday, term time only, from 7.45am to 5.45pm, which includes before and after school care. Pre-school sessions are available between 9am and 3pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They receive funding to provide free early education places for children aged two, three and four-years. There are currently 62 children on roll, 24 of whom are in the early years age range. There are nine members of staff; seven 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:

- develop more opportunities to encourage shared learning at home, to enable parents to complement children's pre-school activities and to further strengthen the learning at home.

Inspection judgements

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

Staff are thorough in their observation, assessment and planning procedures. They have a good knowledge of each child's individual needs and their learning and development. This allows them to tailor activities to suit the different ages and abilities and provide appropriate challenges. For example, staff divided children into small groups for specific activities on communication and language development, where they set clear targets that enable children to work towards their individual goals. They also offer individual support to children and organise large group activities. Daily routines include singing, story and circle times, which help children to cooperate in a group situation. Children learn to listen, concentrate and to speak in turn, so they develop good communication and social skills. Staff interact well with children to extend and promote interest. They note children's achievements and clearly identify next developmental steps. Children's records include regular summary assessments, and where applicable, the required progress check for two-year-old children. Staff encourage parents to contribute to the records and keep them well informed about children's progress. They have regular discussions with parents and tell them all about children's activities and upcoming events. Children sometimes borrow resources to take home, which contribute to some shared learning opportunities. However, this is on an occasional and incidental basis, meaning staff do not consistently involve all parents in extending their children's learning at home. The pre-school has

strong links with the local primary school and contact with other early years settings children attend. This enables staff to form positive partnerships, to support children's individual learning.

Children enjoy being in the pre-school and are keen to learn. They are quick to respond to staff, for instance, they stop and listen because they recognise the signal of the bell. Staff plan interesting activities to promote all areas of children's development. To inspire children, they provide additional resources, such as an exercise programme through an external organisation. Children sing and move their bodies with enthusiasm, following actions and instructions. Staff join in with the children to offer encouragement and support, so they all have fun together. This activity promotes children's physical development, language skills and their imagination well. Children move around the play areas with confidence and like to explore. They make independent choices, for example, children chose to play with the dough and sprinkled glitter on it with interest. Others decided to play with toy vehicles and a garage, and selected animals to add to their collection. Staff enable children to find out things by themselves, but also intervene at appropriate times to support learning. They demonstrate effective teaching skills, for example, staff help children to sort items into categories, such as in colour, size and shape. Staff use mathematical language throughout activities, so that children make comparisons and learn to solve problems. For instance, staff ask children questions to prompt them to think about number as they consider 'how much' or 'how many?'

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

Children behave well and respond to the clear, age-appropriate boundaries that staff set. For example, staff teach children to be kind and considerate, so they learn to be aware of others. At circle time, they gently remind children to 'keep your feet in your space', which contributes to children's understanding of being safe and careful. Children develop a sense of responsibility as they help with tasks, such as setting the tables. They like to help with the care of the pet guinea pigs that live in an outdoor hutch. Outdoor play is available at every session and actively encouraged. Children are keen to play out and benefit from a good variety of learning opportunities. They like to carry water from a container and mix it with soil to make mud. Staff have created a mud garden and a mud kitchen, where children happily splash, stir and pour. Children play imaginatively in the den area, currently reflecting a superheroes theme. They notice different fabrics and textures as they talk imaginatively about spider webs. Zoned play areas link with the areas of learning and development. For instance, a music area allows children to experiment in making sounds. The construction area has replica bricks and a cement mixer, with a selection of work tools for children to explore as they build. Staff organise games that children enjoy, such as 'traffic lights'. Children understand that red means stop and green means go, so they follow instructions well as they run around and have fun safely.

Children have warm relationships with staff and feel secure in their care. They settle well because of the effective settling-in procedure and key-person system. Children begin to make friendships and learn to share with others, which is a positive social skill. Parents are welcome to stay with their children for as long as they wish, so that they feel completely

confident. Staff promote trusting relationships with families and work well with parents to meet children's individual needs.

Staff are conscientious about children's safety and incorporate this into activities. Staff teach children about dangers of the road and the natural environment. For example, they use the drive to explain about road safety and they create a walking bus to take children to and from the setting safely. Children learn about the hazard of brambles when they go to pick blackberries with staff. They understand that some berries are safe for people to eat but that others 'are for the birds'. Trips to the community nature garden enable children to learn about the potential danger of pond water. This activity also develops their understanding of the natural world because staff teach children about tadpoles. Staff are effective in their nutrition programme, which promotes healthy eating. They are currently working towards a higher award level of the local authority scheme to promote children's healthy eating, to improve their provision and awareness further. For example, they aim to reduce sugar and salt levels in food for children. Staff use novel ideas to encourage children to try different foods. For instance, children make pancakes with ingredients, such as spinach, blackberries or beetroot. The colours intrigue children, which tempts them to be adventurous and taste something new or unusual. Staff show children the inside of fruits and ask questions about the stone or pips inside. This prompts children's curiosity and means that they are always learning.

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

Staff presence is above minimum ratios, so they provide good support to children. For example, at inspection there were three staff and a volunteer with 13 children. Robust vetting, recruitment and induction procedures check that suitable persons work with children. Staff make regular safety checks of the spaces children use and take appropriate action to minimise the risk of accidents to children. They closely supervise the gate and door as people arrive and leave, which shows that they are vigilant about security. Staff have a clear knowledge of the appropriate child protection procedures to safeguard children's welfare. The staff and committee work well together and securely meet the requirements of the Early Years Foundation Stage. Consequently, they provide a safe and welcoming environment for children to play and learn.

Staff reflect on their practice and seek parents views, to help determine the future of the pre-school. They take account of parent requests and develop plans accordingly. For example, they have established before and after school care in response to the needs of families. There are a number of fundraising events planned to support their ambition to replace the current building. Staff have discussions with an advisory teacher, which helps them to continuously develop their educational programmes. They complete training each year and link their learning to improvement plans. Staff check children's progress records and identify any aspects for further development. For example, they improved their role-play provision, with a focus on attracting and encouraging boys' interest in imaginative play. Parents provide positive feedback at inspection and are very happy with the pre-school. They describe it as 'very good' and comment on the kindness and friendliness of

staff. Parents have good relationships with staff and know who their child's key person is, which promotes continuity of care for children. Staff work in partnership with parents and relevant others, to support children's individual development and requirements.

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. 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	EY383437
Local authority	Cornwall
Inspection number	829844
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	62
Name of provider	Ponsanooth Pre School Playgroup Committee
Date of previous inspection	28/04/2009
Telephone number	07762733126

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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