

Pencoy's Primary Pre-School

Pencoy's Primary School, Loscombe Road Four Lanes, Redruth, Cornwall, TR16 6RB

Inspection date	21/10/2014
Previous inspection date	05/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The child-centred approach and warm relationships between children and staff ensure that individual children quickly settle into the setting and participate in activities.
- Strong links with the school support children in their transitions to reception class.
- Routine use of sign language at the setting extends children's communication skills and raises their awareness of difference and diversity.
- Good partnerships with other agencies enable staff to support children's progress and development well.
- The well-organised outdoor play area enables children to explore and learn outdoors in the fresh air.

It is not yet outstanding because

- Staff do not always make full use of daily routines to reinforce and consolidate children's learning in meaningful ways.

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 took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation alongside the manager.
- The inspector observed activities in the playroom and the outdoor play area.
- The inspector held discussions with the staff and checked documents relating to their suitability and qualifications.
- The inspector sampled documentation regarding planning and children's progress.

Inspector

Lynne Bowden

Full report

Information about the setting

Pencoys Primary Pre-School was registered in 2003. It is run by a voluntary committee, which employs a manager and staff team to work directly with the children. The pre-school operates from designated rooms within Pencoys Primary School, in the village of Four Lanes, close to the town of Redruth in Cornwall. The setting serves the local area. There are currently 33 children on roll, including funded two-year-olds, who are within the Early Years Foundation Stage. The setting supports children who have learning difficulties and/or disabilities. It is open five days a week during school term times. Sessions run from 8.45am to 11.45am and from 12pm to 3.30pm daily, with a lunch club operating from 11.45am to 1pm. Children attend for a variety of sessions. There are five staff members who work directly with the children. The manager holds Early Years Professional Status; another member of staff holds a level 4 childcare qualification; and the remaining three staff hold level 3 qualifications. The setting receives support and advice from the early years provision within the school and an advisory teacher from the local authority. There is good access for those with disabilities.

What the setting needs to do to improve further

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

- develop further daily routines to create opportunities to reinforce and develop children's skills and learning in meaningful situations.

Inspection judgements

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

The educational programme is good. Staff quickly establish children's starting points and next steps using information from parents and their own observations. Key persons get to know individual children, their interests and learning styles. They use this information to plan and provide activities that involve and engage children and so promote their learning and development. Staff give strong emphasis to supporting and promoting children's progress in communication and language, as well as personal, social and emotional development. The very strong progress children make in these prime areas of learning enables them to make good progress in all other areas.

Records of children's achievements are made in their learning journals. These include regular summaries of their progress, including written progress reports for two-year-old children. The staff encourage parental involvement in their children's learning. In addition to informal discussions, when staff and parents share information, parents contribute to their children's assessments and learning journals with records of their children's achievements and activities at home. The setting's good use of the Every Child a Talker

programme enables staff to identify and track the progress of children's speech and language development. The progress records of individual children enable staff to identify any children in need of additional support and show that all children make good progress in all areas of learning. The staff actively seek support and work well with other agencies, to meet the needs of children and their families. They make contact with other providers and share information with them, supporting all in providing continuity of care and learning. The use of pictures and sign language supports and enhances children's emerging speech and communication skills. This also raises children's awareness and understanding of difference and diversity. The effective use of pictures to inform children of the daily activities supports young children as they grow familiar with the routine.

Staff support imaginative play, problem solving and communication as they encourage children to create a pirate ship from large wooden blocks and encourage them to find hidden treasure. Outdoors, children learn to care for plants; for example, staff encourage them to measure a tree and seeds that they have planted and their own heights against the tree. Staff make full use of children's interest and excitement on an extremely windy day to increase their understanding of the world. They equip children with hand windmills and encourage them to observe and comment on the effect of the wind. The provision of stepping stones, balance bars and climbing frame outdoors enables children to develop strength, balance, spatial awareness and confidence. Children begin to recognise their own names as they confidently find their picture and name cards to self-register. The staff use children's interest in pirates and treasure to encourage their mark making as they create treasure maps. These abilities and understanding of the importance of writing equip children well for their future literacy skills.

Staff encourage children's growing independence; for example, on their arrival, they encourage children to put their belongings and packed lunches away. As children help staff add ice packs to the lunch boxes, staff take the opportunity to teach children about the importance of keeping lunches cool. However, staff miss some opportunities throughout the day, such as at circle time and mealtimes, to reinforce and enable children to practise and develop their skills and learning. For example, staff sometimes slice fruit for snacks and pour drinks out at snack time. They do not encourage children to count and calculate how many children are present and how many places are needed at each table. This reduces opportunities for children to develop and practise their skills in real and meaningful situations.

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

Children and their needs are at the heart of everything the staff do. The staff get to know and support their key children and their families well. This results in all children growing in confidence, with new children feeling safe as they become familiar with the new environment. The staff use visual resources such as the picture time tables and the traffic light system to indicate when activities are drawing to a close. This means children know what to expect, supports them in behaving well and increases their sense of security. The respect that the staff demonstrate to each other and the children provides children with positive role models to follow. Staff reinforce this as they teach children how to manage

and deal with conflict.

Children learn about healthy lifestyles. The staff remind them of why tables need to be clean before meals, and when and why they need to wash their hands. They talk to children about the benefits of different foods at mealtimes and provide nutritious snacks mid-morning and afternoon. Staff provide parents with information about healthy packed lunches and at lunch time encourage children to eat their savoury foods before any sweets such as yoghurts. Drinking water is readily available throughout the day. Staff encourage children to use sign language to support their communication and promote inclusion. Daily access to the outdoors enables children to benefit from fresh air and exercise. This, along with the wide range of good quality resources available, enables children to freely explore and develop their play. Children learn how to behave safely around fire as staff involve them in cooking marshmallows at the fire. They recognise and follow warning signs and know not to go outdoors until an adult confirms that it is safe to do so. 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. There are excellent links with the host school. The head teacher and reception teacher work closely with the pre-school staff in preparing children for their transitions into the reception class. Several joint activities take place throughout the year and in their final term of pre-school, children benefit from visits to the reception class. These links support children's transitions well. Children's developing skills in all areas of learning, and especially communication and personal, social and emotional development, prepare children for their future education.

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

Staff at the setting meet the safeguarding and welfare requirements well. The premises are secure and both school and pre-school staff control access. Risk assessments and checks on the premises and equipment ensure that they are safe. 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. They work effectively with other agencies to safeguard children. All childcare staff have current first aid training. This enables them to deal with any accidents appropriately.

Written policies and procedures support good practice throughout the setting and are available to parents. Effective partnerships with other providers and agencies enable the staff to meet children's needs well. Parents and carers value the relationships and communication that they have with staff, along with the support staff give them. They are confident that their children are happy and well cared for. They are happy with the progress their children make and feel well informed about their children's progress.

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 use their knowledge of individual children to identify next steps and plan activities that engage them and promote their learning. Regular planning meetings ensure that this information is shared and overall planning addresses each child's needs. The management team monitors the progress of all children across all areas of learning. They use this information to identify strengths and weaknesses in the educational programme. This information, along with evaluation of the whole setting and staff appraisals, enables them to produce a clear, focused and measurable action plan for future development. This demonstrates their commitment to, and capacity for, continuous improvement.

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	EY265553
Local authority	Cornwall
Inspection number	833261
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	33
Name of provider	Pencoys Primary Pre-School Committee
Date of previous inspection	05/02/2009
Telephone number	01209 215203

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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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