

Indian Queens Under Fives

The Recreation Ground, St. Francis Road, Indian Queens, St. Columb, Cornwall, TR9 6TP

Inspection date	21/10/2014
Previous inspection date	31/03/2014

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

- Staff provide a well-organised environment, rich with resources and play opportunities that children explore freely. As a result, children are excited and motivated to learn.
- Staff form close relationships with children and families, which contributes towards children's well-being ensuring that they make good progress.
- Staff ensure children develop good physical skills and become independent in preparation for future learning.
- The committee and staff work effectively as a team to ensure the pre-school improves and moves forward. This enables children to benefit from learning experiences, which help them to make good progress.

It is not yet outstanding because

- Staff do not always fully extend learning by providing opportunities for all children to engage in focused activities.
- Staff miss some opportunities to promote children's early writing skills, particularly when playing imaginatively in the role-play area.

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 observed a range of activities across all areas of the pre-school and talked with staff and children about what they were doing.
- The inspector and the manager carried out joint observations.
- The inspector reviewed documents and the setting's policies and procedures.
The inspector sampled a range of children's records, the pre-school's systems for
- planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Margaret Baird

Full report

Information about the setting

Indian Queens Under Fives opened in 1977 and registered in these premises in 2002. The pre-school operates from a purpose-built, self-contained building at the recreation ground in the village of Indian Queens, Cornwall. There is one large playroom with adjoining facilities. The pre-school has a designated, secure outdoor play area and benefits from use of the adjoining park and playing field facilities. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 19 children in the early years age group on roll. The pre-school supports children with special educational needs and/or disabilities. It receives funding for free early education for children aged three and four years. The pre-school opens Monday to Friday between 9am and 4pm, during school term time. There are five members of staff working with the children. All staff hold relevant early years qualifications at level 3.

What the setting needs to do to improve further

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

- strengthen the range of planned and focused activities to provide more opportunities for children to extend their literacy and mathematical skills for early reading and counting
- develop further opportunities for children to extend and practise their early writing skills as they play.

Inspection judgements

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

Children enjoy coming to the pre-school and make good progress in their learning and development because staff know them well. Staff ensure that they gather information about children when they first attend by making observations as they play and consulting with parents. This enables them to find out about children's interests and plan activities which motivate them and develop their learning. Staff have a good understanding of the Early Years Foundation Stage and how children learn which enables them to support children effectively. Staff provide a good range of exciting activities, which enable children to learn from practical experiences. Overall, planning effectively supports children in their development. Staff accurately assess children's levels of achievement across all areas of learning through regular observations as they play and learn. This enables them to identify any gaps in their learning or development and target relevant activities effectively to support them. Staff regularly summarise children's progress and this contributes towards the completion of the required progress checks for two-year-old children. Parents

contribute to children's developmental records and are fully involved in setting targets for children's development. This shared approach to learning ensures children's individual needs are met well.

The environment is welcoming and rich with opportunities for children to explore. For example, outside they enjoy using a pulley system to move leaves from one area to another. They mix up mud and water in the mud kitchen, play musical instruments and build dens. As a result, children are excited and motivated to learn. Activities and resources are very well organised so that children make independent choices about their play and interact and cooperate with each other. Staff skilfully guide children as they follow their own ideas and intervene when necessary to support learning. They interact well with children and promote their language and communication skills well. Staff talk to children about what they are doing and asking questions to develop their curiosity. For example, as children played with tubes and funnels in a water tray, staff encouraged them to work as a team to fill up a container. They are encouraged to think about how to make the water flow faster and show delight as they watch it rush through the tubes. Indoors, children have ample opportunities to play with natural resources and forge links between different areas of learning. For example, children enjoyed exploring the texture of the inside of a pumpkin they grew in the garden.

Staff have developed an environment and resources which effectively promotes the development of literacy and mathematical skills. There are signs, letters and numbers displayed at children's height, which children can talk about as they play. Staff encourage children to count and identify the days of the week when they sit together as a large group. However, staff do not regularly plan focused activities, which enable all children to fully develop these skills further. Instead, staff rely on incidental opportunities to extend children further as they play. The outdoor area provides children with lots of interesting opportunities to develop their physical skills, as they dig, plant and climb. Staff encourage and praise their efforts, which develops their confidence and self-esteem.

Staff provide children with opportunities to learn about technology using computers and a programmable toy. Children find out that they need to push the buttons on the toy to make it move across the floor. They are excited to see where it goes. Staff also enhance skills in different areas of learning as children use the computer. For example, staff encourage children to move the mouse to make large and small circles. This helps them gain control over their hands and develop the skills they need for writing and mathematical understanding of shapes. Children also develop their early writing skills as they make marks in mud, sand and with a range of creative resources. However, staff do not always provide opportunities for children to extend these skills further by having resources readily available in other areas. Such as in the role-play area, so that children begin to include writing as part of their play.

Staff work closely with parents, and are always available for daily discussions, support and advice. There are regular meetings where parents are encouraged to review their child's progress with their key person. Half termly newsletters inform parents about planned activities and songs, so that parents can support children at home. Children's developmental records are always available and parents are encouraged to contribute. As

a result, partnerships with parents are good and children progress well.

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

Staff have good relationships with children and families. They gather detailed information from parents, which enable them to tailor support for children's care and well-being when they join the pre-school. As a result, children quickly form secure attachments and friendships. This helps them to be confident, self assured and ready to learn and develop well. Children's behaviour is good and staff continually, but gently, remind children to take turns and share resources. Staff are caring. They act as good role models and children respond positively. Staff consider children's feelings, as they support them to manage their own developing emotions. As a result, children develop the self-confidence to participate and experience a wide range of learning activities. This developing confidence is evident in the way that children explore the activities on offer, observing the routines of the pre-school and sharing resources amicably. Staff encourage children to play cooperatively. For example, as they play together in a water tray, staff praise their efforts to work as a team. They point out what they have achieved together. Staff encourage children's awareness of different cultures through a variety of activities and celebrations.

Staff ensure that children understand the importance of washing their hands after messy play and before snack time. They make good use of routines to promote independence, particularly at snack time. Children enjoy choosing healthy snacks. They serve themselves and pour their own drinks. When they have finished their snack, children wash up their own plates and cups. This supports children to develop independence and understand the importance of health and self-care. Staff use snack time as an opportunity to develop language and social skills as they talk to the children about the food they are eating. Children are also encouraged to develop mathematical skills through counting out cups, plates and chairs. Children regularly enjoy exercise and outdoor play, which helps promote their awareness of a healthy lifestyle. Staff help them to grow their own fruit and harvest it for snack time, which enables them to understand where food comes from. Management and staff promote active learning outdoors successfully and, as a result, children develop well and thrive.

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

Management and staff work well as a team and create a supportive atmosphere where children make good progress in their learning. They monitor and track children's progress effectively, which means that children's individual needs are met well. Staff have a good knowledge and understanding of safeguarding children in their care. They know how to look out for the different signs and symptoms of neglect and abuse. They understand their role and responsibility to take prompt and effective action when necessary. This means that they can refer any concerns appropriately. Management and staff implement effective policies and procedures and review them regularly to ensure they remain up to date with current legislation and practice. Staff ensure the environment is safe, secure and well

maintained through regular safety checks. There are written risk assessments to identify potential risks and staff take appropriate steps to minimise them. As a result, children remain safe and secure.

Robust recruitment and vetting procedures, which includes suitability checks for staff, ensure that all staff are suitable to work with children. Staff receive regular supervision and appraisals from the manager. These are supported by weekly staff meetings to discuss performance and the running of the pre-school. This process ensures that staff have regular opportunities to discuss any areas for improvement and identify training needs. The programme of professional development is good. Staff share effective practice when they have attended training. Consequently, children benefit from increasing staff skills and better practice.

Children are well prepared for moving on to school and their future learning. The manager has started to develop regular meetings with the staff at the local school and arranges visits and joint events. Children become familiar with the staff and school when using the school facilities. They visit the library and their wild area, where they can explore and find out about the natural world. The pre-school works well with other settings children attend children. They share children's developmental records and discuss their achievements, ensuring a consistent approach to learning. This helps all children to make good progress.

The manager and staff are reflective of their practice so that the pre-school is consistently striving to improve. Since the last inspection, they have worked very effectively with the support of the local authority to develop an enriching environment for the children. All previous recommendations have been addressed. Parents are consulted about potential improvements to the pre-school and this contributes towards effective self-evaluation. Staff work closely with other professionals and external agencies. This ensures that children receive targeted support and intervention. This helps them make good progress according to their individual abilities. Management and staff support families well and parents spoken to at the inspection speak highly of the staff. Parents comment about their children's developing social skills and confidence, and say that children are happy and developing well at the pre-school.

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
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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	102819
Local authority	Cornwall
Inspection number	971374
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	19
Name of provider	Indian Queens Under Fives Committee
Date of previous inspection	31/03/2014
Telephone number	01726 862919

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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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