

St Issey and Little Petherick Pre School

St Issey CofE VA School, Gardeners Way, St Issey, Wadebridge, Cornwall, PL27 7RN

Inspection date	07/11/2014
Previous inspection date	29/06/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 in partnership with the primary school so children become familiar with the environment and reception class teachers.
- The pre-school provides a suitable learning environment for children, with age-appropriate resources to promote children's interest and development.
- Staff provide children with regular opportunities to play outdoors and be physically active.

It is not yet good because

- Committee members are unclear of their roles and responsibilities. They do not support the manager and staff effectively, resulting in variable staff practices when promoting children's learning and development. They do not ensure a named deputy is present to take charge in the absence of the manager to support to staff.
- Not all staff understand the assessment procedures, to successfully meet children's individual learning needs and promote their good progress.
- Staff do not successfully help all children's understanding of expectations and changes to routines so they know what to expect and prepare in advance.
- Staff do not consistently share information with parents about children's progress.

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 held discussions with the manager, staff and parents.
- The inspector observed children during indoor and outside play.
- The inspector read a sample of children's development records.
- The inspector checked safety of the premises.
- The inspector invited the manager to carry out a joint observation.

Inspector

Julie Wright

Full report

Information about the setting

St Issey and Little Petherick Pre-School opened at these premises in 2007. It is a committee-run group and operates from a classroom within St Issey C of E VA Primary School in the village of St Issey. Children have use of an outdoor play area. The pre-school is open during term time, Monday to Friday from 9am to 3pm, except on a Tuesday, when it opens from 9am until 1pm. They periodically provide sessions under the Forest School ethos, which operate outdoors in a nearby woodland area. The pre-school supports children with special educational needs and/or disabilities. The pre-school is registered on the Early Years Register. There are currently 14 children on roll. The pre-school receives early education funding for children aged two, three and four-years. There are four members of staff, all of whom have relevant early years qualifications.

What the setting needs to do to improve further

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

- ensure the committee has a clear knowledge and understanding of the Early Years Foundation Stage with regards to their roles and responsibilities in supporting the manager and staff through effective supervision, training and professional development
- ensure there is always a named deputy present who is qualified and capable to take charge in the absence of the manager
- improve staff skills in consistently implementing effective assessment procedures so they provide targeted challenging activities in order to promote children's good progress.

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

- increase the use of visual prompts to support children's understanding of expectations and changes to routines so they are able to anticipate and prepare in advance
- develop consistent communication systems with parents, with particular regard to sharing information about children's learning and development with them.

Inspection judgements

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

Not all staff understand the assessment systems to promote children's learning and development. Most note their observations of children during play and add them to the development folders. Records include summary reports and the required progress check for two-year-old children. However, not all assessment records are clear and complete to show children's progress and next steps for learning. Committee members do not oversee how staff complete and follow these processes. This means that although there is a suitable programme of activities, staff are not always aware of children's individual targets. Although children enjoy the activities, staff do not provide consistent challenges to meet their individual learning needs and ensure all children make consistently good progress. Staff display information for parents and have discussions with them about their children. They provide some opportunities for parents to contribute to their children's progress records. For example, some parents complete 'wow' slips to include children's achievements from home. However, key persons do not provide consistent opportunities for all parents to read and discuss their children's development records with them. This means staff do not successfully support and encourage all parents to play an active role in their children's learning. Staff provide children with book bags to take home to read with their families, which supports children's literacy development. The pre-school operates from a classroom within the primary school, so children are familiar with the premises. They have play sessions with the Reception class children and attend special assemblies. This helps prepare children so they feel confident when it is time for them to go into the Reception class.

Children are generally happy in the pre-school and like to play with the toys available. They benefit from a variety of free-play and adult-led activities. For example, children moved around the room and made independent choices. They selected toy binoculars from a unit and peered through the lenses, which showed that they knew what to do with them. Children discovered creative play materials and showed interest in the glue sticks. Staff responded to this and encouraged children to join an activity to make glittery firework pictures. To promote children's learning, staff spoke about different colours and asked children about the bonfires they had seen. Children show they are beginning to develop concentration skills, although they do not always have consistent support and challenge from staff. For example, at times, staff have to leave activities to tend to other children's individual needs. This detracts their attention from the activity and extending and challenging children's learning, meaning some children lose interest.

Staff plan topics, such as 'All about me', to help children learn. They ask children about their favourite place, books and colours and fill in a special booklet together. Children feel important as they talk to staff, for example to add that they like 'football' and 'dollies'. They make marks or draw pictures in the booklet, depending on their stage of development. Staff provide name tags so that some children copy and learn letters in order to develop their literacy skills, although not all staff offer the same opportunities to challenge all children's learning. Children enjoy table activities, such as when they play with dough. They use tools and equipment to make shapes, which staff encourage them

to count. This promotes children's mathematical development as they use number words.

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

Staff request relevant information from parents about their children, which helps them promote and protect children's well-being, for example, specific dietary or medical requirements. They discuss the provision of food and drink so they can make suitable agreements with parents. Staff provide regular routines to help children settle and become more familiar with them. For example, at registration time, children select their names and indicate their choice of lunch, or if they will be going home. At snack time, staff use name cards to help children recognise their own name. Staff use some visual teaching aids to support children's learning, for example, a picture chart of songs. However, staff do not extend the use of pictures to help all children understand routines and expectations, such as reminding them when it is time to play outside and what clothes they need to wear. This means not all children prepare well for these changes and expectations, affecting their behaviour and learning.

Staff support children's health appropriately. Children benefit from a variety of snacks. Staff prepare snack and sometimes encourage some children to pour their own drinks, to help promote independence skills. Children follow suitable hygiene routines. They sit on a waiting chair outside the toilet area until there is a space for them. This shows their understanding of simple rules and helps children to cooperate. Children benefit from fresh air and exercise regularly outdoors. They enjoy riding around on wheeled toys, which supports their physical skills and coordination. They used chalk outside, which allows them to be creative and develop hand-eye coordination.

Children take part in group activities, such as circle time. They learn to listen and take turns, which encourages positive behaviour and relationships. Staff praise and encourage children and give stickers as a reward. Children begin to recognise their own achievements and ask for a sticker, showing their sense of pride and developing levels of self-esteem.

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

The committee is not pro-active in their role of provider and in managing the pre-school. They do not observe staff practice to maintain a clear overview of their effectiveness and impact on children's learning experiences. Staff and committee meetings cover general matters; however, not all committee members demonstrate a clear understanding of their legal responsibilities. This means there is not always a named deputy who is qualified and capable to take charge in the absence of the manager. Therefore, staff do not always receive effective support and guidance in their practices. Staff maintain appropriate ratios and have suitable qualifications to meet requirements. The manager and staff demonstrate a reasonable understanding of their roles and responsibilities. However, they do not have consistent ongoing support in their professional development from the committee. Consequently, not all staff develop a thorough understanding of the

assessment procedures to enable them to help children make good progress in their learning and development. The staff supervision system is not robust enough to include all staff and to monitor their training needs and performance effectively.

There are suitable policies and procedures to help staff promote and protect children's health, safety and well-being. Staff conduct routine safety checks to assess risks to children. They take appropriate action to minimise hazards and reduce risks. For example, they supervise children well, especially outdoors and secure internal doors to keep children safe. Vetting and recruitment procedures are used appropriately to check the suitability of persons who work with children. New staff undertake an induction process which informs them about safeguarding procedures. Staff complete relevant safeguarding training and are aware of the Local Safeguarding Children Board procedures. This enables them to understand child protection issues and take appropriate action to protect children.

There are appropriate partnerships with parents. Overall, feedback from parents about the pre-school and their children's progress is positive, although staff do not successfully share information about children's learning with all parents. Staff have clear procedures in place to support children's individual and specific developmental needs. For example, they work with parents and speech therapists to promote children's language development.

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	EY365398
Local authority	Cornwall
Inspection number	828948
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	10
Number of children on roll	14
Name of provider	St Issey & Little Petherick Pre School Committee
Date of previous inspection	29/06/2009
Telephone number	01841540322

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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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