

# Little Beebles Pre-school

Crowan Primary School, Moorfield, Praze, CAMBORNE, Cornwall, TR14 0LG

<b>Inspection date</b>	03/12/2014
Previous inspection date	12/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Children grow in confidence and quickly settle in this warm and welcoming pre-school.
- The pre-school is resourced and organised well, with staff making good use of the premises.
- Staff know their key children very well and use this knowledge to plan worthwhile activities that focus on and promote their individual progress.
- Staff skilfully develop and extend children's skills by asking open questions and giving them time and opportunity to consider and solve problems.
- Staff develop strong and effective partnerships with parents, other agencies and the school. This enables them to meet children's needs well and support their transitions between providers and into school.

### It is not yet outstanding because

- The use of sign language is not embedded in practice at the pre-school, to promote children's communication and awareness of difference and diversity.
- Staff occasionally miss opportunities, such as meal times, to reinforce children's learning and skills, such as pouring, slicing, counting and calculating.

## 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 and carers 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 areas.
- The inspector sampled documentation regarding planning and children's progress.
- The inspector checked documents relating to the suitability and qualifications of staff.

## Inspector

Lynne Bowden

## Full report

### Information about the setting

Beebles Pre-School is managed by a voluntary committee made up of parents whose children attend the setting. It opened in 2008 and operates from a fully accessible, designated classroom, with secure outdoor play areas, within Crowan Primary School. It is situated in the village of Praze-an-Beeble, in Cornwall. The pre-school is open each week day from 8.45am to 11.45am and is followed by an optional lunch club. Afternoon sessions run from 12.45pm to 3.15pm on Monday, Tuesday, Thursday and Friday. The pre-school operates in term time only.

The pre-school serves the local area. In addition to the Early Years Register, it is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently 24 children on roll, including funded two-year-olds, who are within the Early Years Foundation Stage. The pre-school supports children who have learning difficulties and/or disabilities. There are four members of staff, all of whom hold a level 3 qualification in childcare. The pre-school receives support and advice from the early years provision within the school.

### What the setting needs to do to improve further

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

- develop the use of sign language throughout the provision to promote communication and inclusion of all children, and raise their awareness of difference and diversity
  
- make the most of all daily routines, to increase 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. Key persons quickly establish children's starting points and next steps, seeking and using information from previous and joint providers, parents and their own observations. Staff are able to use this information and their knowledge of children's interests to plan and provide activities that promote children's learning and development well. For example, a member of staff makes full use of children's interest and enjoyment of jumping and splashing in puddles. She extends this play by walking through the water to create wet tracks. When children copy her, she encourages them to inspect the resulting tracks, compare sizes and spot the differences as they try to identify their own. This increases children's understanding of the world, and

encourages their observation and problem solving skills. Staff also use information about children's interests and development, and their highly effective links with other professionals, to quickly identify children in need of additional support and organise prompt interventions.

Staff monitor and summarise each child's progress at regular intervals, using a developmental framework and the Every Child a Talker programme. Their records show that children make good progress in all areas of learning. The staff share information about children's progress with parents, through discussion and access to learning journals, in addition to written reports at parent meetings. These observations and summaries form the basis for written assessment of children's progress between two and three years of age. Key persons produce draft report for parents to read before their meeting, so enabling the final assessment to reflect parents' view and contributions.

Staff make effective use of labelling and pictures around the pre-school. This gives children information about the routines, lets them know where things are and helps them to become familiar with the use of print in the environment. However, the use of sign language is not established practice throughout the pre-school. This reduces children's ability to communicate with each other and to fully embrace difference and diversity.

Staff extend and develop children's awareness and understanding of number, by asking them to find and collect numerals from the number line to match the number of objects they see in a picture. They increase the challenge for children by asking them to create larger numbers such as 11 and 20, by putting two numbers together. Staff show children pictures of a variety of shapes and explain their different characteristics. They reinforce children's understanding and awareness of these shapes as they enjoy finding the shapes chalked in the large outdoor play area. These activities give children knowledge and skills to support their future mathematical learning. The staff offer children a choice of tools at a painting activity. They skilfully ask open questions and give children time to consider, predict and experiment. This gives children the confidence and time to explore and solve problems.

Staff promote children's physical development as they encourage them to play 'follow my leader' across the play area, through copying walking, hopping and jumping actions. Children become familiar with their own and their friends' names as they find their name labels several times during the session, for example to show when they have had snack and to self-register. In most instances, staff encourage children's growing independence; for example, they help and teach children to dress themselves appropriately for outdoor play. They encourage children to select resources and activities, and to tidy resources away. However, at snack time, staff prepare fruit and sometimes pour drinks out for children. This reduces opportunities for children to develop and practise their self-help skills.

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

The staff develop warm and supportive relationships with children and their families. They show sensitivity to individual children's needs and support them well. This enables young children to feel safe and secure, and grow in confidence. The staff introduce children to the pre-school's routines, while showing sensitivity to individual children's levels of development. This means children learn what to expect and behave well. Older children show their awareness of routines as they attempt to explain them to newcomers. The staff present positive role models to the children as they treat each other and the children with consideration and respect.

Children learn about healthy lifestyles. The staff discuss the importance of dental hygiene with children. They remind children of when and why they need to wash their hands. They provide nutritious snacks and talk to children about the benefits of different foods. Staff store packed lunches safely. Children benefit from fresh air and exercise through their daily access to the outdoors. They become familiar with the fire evacuation procedures through their participation in regular drills. Staff remind them of the importance of keeping together when they move from the play room to the school play area, where children help count each other in and out. These activities support children in keeping themselves and their friends safe.

Staff at the pre-school seek to liaise with other childcare providers, to provide consistent care and learning. They have strong links and work closely with staff from the host school. Children become familiar with the school environment, premises and staff. In addition to using the school grounds, they use the school hall at least once a week. Children in their final year at pre-school are taken on regular visits to the reception class, with staff increasing the frequency and duration of these visits towards the end of the year. Reception teachers get to know the children and their abilities through these visits. 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 well for their future education.

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

Staff at the pre-school meet the safeguarding and welfare requirements well. The premises are secure and both school and pre-school staff control access to them. All staff have had checks carried out regarding their suitability to work with children. Staff work effectively with other agencies to safeguard children. They update their knowledge of safeguarding through their regular training. This reinforces their good understanding of, and familiarity with, safeguarding procedures. All childcare staff are prepared to deal with any accidents appropriately, because they have current first aid training. Staff carry out regular safety checks and review their risk assessments to minimise risk and keep the premises and equipment safe.

Written policies and procedures are available to parents and support good practice in the pre-school. The staff meet children's needs well through their very effective partnerships with other agencies. Parents and carers value the relationships and the support staff give

them. They are confident that their children are happy and well cared for. They feel well informed about their children's progress and value advice given to support their children's progress at home.

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 identify next steps for each of their children. At weekly planning meetings, they use their knowledge of children's interests to plan to promote their learning. The manager monitors the progress of all children across all areas of learning. She uses this information to identify strengths and weaknesses in the educational programme. The pre-school invites feedback from parents and children, and takes steps to address any weaknesses identified. Staff appraisals, parental feedback and staff contributions are included in the setting's self-evaluation, in which they identify clear areas for improvement. 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

<b>Unique reference number</b>	EY376514
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	829480
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 7
<b>Total number of places</b>	20
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Praze Pre-School Committee
<b>Date of previous inspection</b>	12/02/2009
<b>Telephone number</b>	01209831794

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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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