

Perranporth Pre-School

St Pirans Childrens Centre, Liskey Hill, PERRANPORTH, Cornwall, TR6 0EU

Inspection date	10/12/2014
Previous inspection date	01/07/2009

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 are responsive to individual children and their needs, warmly reassuring them. As a result, children settle into pre-school well and develop in confidence.
- Staff plan activities that promote children's individual interests and preferences. As a result, children enjoy their learning.
- Staff skilfully intervene to extend and develop activities through their involvement and use of open questioning.
- Staff foster effective communication and partnerships with parents to meet children's needs consistently and well.

It is not yet outstanding because

- Staff provide less resources that reflect positive images of people with disabilities and do not use sign language routinely in the setting. This does not help to further extend children's communication skills and raise their awareness of difference and diversity.
- The staff do not always use daily routines to reinforce children's learning and skills 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.

Inspection activities

- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector invited the manager to carry out a joint observation.
- The inspector observed activities in the playrooms and the outdoor play areas.
- The inspector held discussions with the provider and staff.
- The inspector checked documents relating to the suitability and qualifications of staff and sampled documentation regarding planning and children's progress.

Inspector

Lynne Bowden

Full report

Information about the setting

Perranporth Pre-School is a well-established committee run group that re-registered following their move into their current premises in 2009. It is situated in St Piran's Children Centre, in the grounds of Perranporth Community Primary School, Perranporth, Cornwall. There is a secure area available for outdoor play activities. The pre-school is open each weekday from 8am until 4pm during term times and occasionally during school holidays. There are currently 60 children on roll in the early years age group. The pre-school receives funding for the provision of free early education for children aged two, three and four years. Children live locally and some children also attend the early years unit of the local primary school, local day nurseries and childminders. The pre-school supports children who have special educational needs and/or disabilities. There are 12 childcare staff. One holds Early Years Professional status, five hold a level 3 qualification in childcare and the remaining six hold level 2 qualifications. The pre-school is part of a children's centre. This offers a range of services to the community, including parent and carer toddler groups and messy play sessions, breast feeding support and parenting workshops.

What the setting needs to do to improve further

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

- increase the range of resources and the use of sign language to further support children's communication skills and raise their awareness of difference and diversity
- create further opportunities in daily routines 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 provision is good. Staff use information from parents and their own observations of children to quickly establish children's starting points and their next steps for learning. Staff provide a good balance of child-initiated and adult-led activities that enable children to explore their interests and make discoveries. Key persons make frequent observations of individual children's interests. With this information they tailor and plan activities which children enjoy and which promote their specific next steps for learning. This child led approach and the knowledge staff have about individual children enables them to quickly adapt activities to provide appropriate support or challenge. Staff give high priority to supporting children's communication and language development. Adults lead small groups of children in focused letters and sounds activities at each session. This ensures that children learn to listen to one another and adults. They grow

familiar with sounds and rhymes and how they link to different words and letters. Children benefit from a range of mark making materials. They used water and paintbrushes to paint fences and pens and pencils to draw with. This enables children to enjoy mark making in a variety of ways. Children enjoy reading story and reference books, which they easily choose for themselves. They thoroughly enjoy having books read to them and discussing story plots. These activities equip children with skills that they will need for future communication and literacy.

Staff skilfully interact to use and stretch children's existing abilities and interests. For example, when children started to paint the fencing, a member of staff asked them how many uprights they are going to paint and encouraged children to count them. They further reinforced their awareness of number by getting children to show the corresponding number of fingers. Children enjoyed water play, while a member of staff asked them to consider whether things will sink or float and helped them to test out their theories. Staff developed children's awareness of mathematical language and concepts as they encouraged children to compare the sizes of sand buckets and water jugs. A group of three friends played with and counted out a dozen toy elephants. A member of staff encouraged them to share them out, count out how many each child had and discussed if they each had the same amount. This introduces children to the basic concepts of division and multiplication. She then encouraged them to estimate how many would be left if they took one away, involving children in calculation and subtraction. These activities give children skills and confidence for their future mathematical learning.

Staff encourage children to take turns and show consideration for their friends, such as when they take part in ball games. Staff provided encouragement and clear directions which helped children to develop coordination and control as they learnt to throw and catch a ball between them. Children exhibited pride in their achievements, as they proudly showed a member of staff the sand castle that they had made. Staff encouraged children to try building a larger castle and they worked cooperatively with their friends to fill a larger bucket with sand, describing how they needed to fill it to the top as they go. This demonstrates children's willingness and eagerness to achieve, due to the support and interest of staff. They also developed coordination and hand strength as they fill the bucket.

Children benefit from dressing up clothes, equipment and appropriate staff involvement which encourages their imaginative play. Consequently, children enjoyed dressing up as medical staff and treating their friends and dolls in the hospital. Staff support children's excitement and interest in the approaching Christmas celebrations. They provided wrapping paper and empty boxes for children to wrap up as presents, they encouraged children to create and write Christmas cards and letters for Father Christmas. This developed into a group of children being postal workers delivering presents and cards to their friends. These activities enable children to develop their creative and writing skills in addition to their understanding of their own culture and the roles of health and postal workers.

Children grow in independence as staff teach them how to dress themselves for outdoor play. They select plates, bowls and cups for their snack and help wash and dry them after their meal. However, staff miss some opportunities to develop and reinforce children's

skills and knowledge at snack time. For example, staff provided toast that was already prepared, so children were not able to spread it themselves or discuss its changing shape and size as they cut it. Children did not practise their pouring skills or count out how many scoops of cereal they take. Also, staff found and moved children's name labels to indicate who has eaten, so children were not given that opportunity to become familiar with their name in a meaningful situation.

Children benefit from the wide range of equipment available which generally supports their development well. Children learn about different cultures and beliefs through their use of books and dolls. However, they do not regularly use resources that reflect positive images of people with disabilities. The staff teach children some sign language in action songs, but do not use this well in the pre-school's routines. This does not help to further promote children's understanding of difference and diversity.

Staff record their observations and children's achievements in their learning journals and on a computer programme. These include regular summaries of their progress and written progress reports for two-year-old children. Parents contribute to these records, sharing information about their children's achievements at home, to support assessment and planning. Staff use the Every Child a Talker programme to identify, monitor and track the progress of children's speech and language development. Staff use these records and programmes to identify if any children need additional support and demonstrate that children make good progress in all areas of learning. In addition, staff link with external professionals and therapists to access appropriate support for children who need additional help.

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

Staff sensitively support and reassure children, developing warm relationships with them and their families. This enables them to get to know the children well and supports young children in feeling secure and confident in their care. Staff use visual time tables and give warning of when activities are drawing to close to support children in following the routines at the setting. Staff encourage and praise children when they help tidy up, prepare tables for lunch and wash and dry snack dishes. Staff are vigilant and support children in resolving any disputes. These practices enable children to behave well and feel safe. Staff carry out regular fire drills, so that children become familiar with the fire evacuation procedures.

Children learn about healthy lifestyles. Staff talk with them about the benefits of different foods and appropriate clothing for outdoor play. Children choose when they play in the outdoor play area which encourages them to enjoy the benefits of fresh air. Staff talk to children as they play about how they can keep themselves healthy. For example, children played in a hospital activity and state that they are dehydrated. Staff asked them to consider how what they could do about it, which led to children getting themselves a drink of water. Staff support children in toilet training and remind children of the importance of appropriate hand washing to further promote good health.

Staff provide nutritious snacks mid-morning and afternoon with a choice of milk or water to drink. They ensure that drinking water is readily available throughout the day so children can quench their thirsts. Staff ensure that packed lunches provided from home are stored safely. Staff liaise and share information with other childcare settings that children attend. This enables them to provide complementary and consistent care and learning. Staff work closely with the reception teacher of the local school to share information. When children move on to other schools, staff make contact with them and invite reception teachers to visit and observe children in the pre-school. These partnerships support children's move to school well. Children's developing skills in all areas of learning and their enjoyment of and interest in learning prepares them well for their future school lives.

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

The management team and staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Management completes checks on all staff regarding their suitability to work with children. Staff have a good understanding of safeguarding and child protection issues and are aware of local procedures and how to make referrals. They attend regular training to update their knowledge and complete effective risk assessments and safety checks keep children safe on the premises. Staff also use the procedures to monitor safe use of the internet, mobile phones and digital cameras.

Management maintains full first aid cover in the pre-school by ensuring that staff update their training. They provide parents with written policies and procedures which support good practice throughout the pre-school. Staff have links with other agencies through the children's centre. This enables them to identify and meet children's needs well. Staff also develop links with other providers, such as daycare settings and the host school to share information and to provide continuity of children's care and learning. Parents and carers value the approachability of the staff. They are confident that their children are happy and well cared for. They feel very well informed about their children's progress and learning through daily diaries and discussions. They also access the secure internet site and meet with their children's key persons.

Staff have a good understanding of their responsibilities in meeting the learning and development requirements. Key persons identify next steps for individual children's learning and plan activities to promote these. The management team use this information to monitor the progress of all children across all areas of learning and identify strengths and weaknesses in the educational programmes. The committee have a clear understanding of their roles and responsibilities. They work closely with their staff to maintain and improve the provision and meet children's needs well. The management team use staff supervision and appraisals to support staff in their professional development. They monitor the quality of their provision using a local authority improvement programme and involve parents and staff in their self-evaluation. As a result, they develop clear, well-focused action plans for future development. This demonstrates

their commitment to, and capacity for, continuous improvement.

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	EY258057
Local authority	Cornwall
Inspection number	837225
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	33
Number of children on roll	60
Name of provider	Perranporth Pre-School Committee
Date of previous inspection	01/07/2009
Telephone number	01872 573205

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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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