

Luxulyan Pre School

Luxulyan Village Hall, Luxulyan, Bodmin, Cornwall, PL30 5QA

Inspection date

15/12/2014

Previous inspection date

19/03/2012

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

- The committee and staff work well together to provide a valued pre-school for the community where children enjoy their activities and make good progress.
- Staff have close links with the local school and provide effective support to children to prepare them well for their next learning environment.
- Staff provide a wide variety of stimulating activities for indoor and outdoor play to promote all areas of children's development.
- Effective self-evaluation procedures result in clear action plans that robustly promote staff development and continuous improvement in the childcare provision.

It is not yet outstanding because

- Children do not always have the opportunity to develop and express their own creativity.
- Staff do not always provide consistently effective support to fully promote children's imaginative play skills 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.

Inspection activities

- The inspector had discussions with the manager, staff and committee members.
- The inspector observed children in their indoor and outdoor play activities.
- The inspector read a sample of children's development records.
- The inspector discussed a joint observation with the manager.
- The inspector checked specific documentation and safety of the premises.

Inspector

Julie Wright

Full report

Information about the setting

Luxulyan Pre-School registered in 2007. It is a committee run group and operates from two rooms in Luxulyan Village Hall near Bodmin, Cornwall. All children have use of an enclosed play area and playing field. The pre-school operates during term-time on Mondays, Wednesdays, Thursdays and Fridays from 9am until 3pm and Tuesdays from 9am to 12pm. The pre-school is registered on the Early Years Register. The pre-school receives early education funding to provide free places for children aged two, three and four years. There are currently 18 children on roll. The pre-school employs three staff to work with the children, all of whom have appropriate early years qualifications.

What the setting needs to do to improve further

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

- increase the opportunities for children to use their own initiative in creative play activities, to enable them to freely produce individual designs
- review the role-play provision to extend support children's imaginative play and development.

Inspection judgements

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

Staff provide a warm welcome to families and have positive relationships with them. There is a lively exchange of information when parents arrive, which promotes continuity in children's care, learning and development. Children are familiar with the routines and respond promptly when staff remind them about the next activity. For example, children readily gather for circle time where they learn to listen to one another and take turns to speak. Staff use visual aids effectively to help children understand. For instance, they passed a toy 'magic mouse' around for children to hold, to show when it was their time to talk to the group. Laminated pictures enable children to make independent choices as staff explain what is available. At a later circle time staff encourage the children to think and talk about what they have been doing. This helps children to recall activities and to take an active part in the session. Staff make links from one activity to another, which extends children's learning. For example, a story about Jack Frost lead to a practical experiment. Children showed keen interest as they touched and talked about the water they had frozen. Staff ask children questions during the activities and instinctively promote mathematical development. For instance, children sing number songs and work out 'how many ice creams are left?', which makes calculating fun. Children count up and count down, so they learn number order and sequences. They clap the number of syllables in

their names, which links to literacy development as children learn about letters and sounds.

Children show interest as they move around and mostly play well in independent play. For example, children threaded bobbins, built towers and sorted items into colour and size groups. However, there were occasional disputes in the role-play area, with less constructive play without adult attention. Children use a wide variety of tools, equipment and play materials, which provide physical and sensory play opportunities. For example, they cut with scissors, spread glue, paint and make collages. They sit well and complete creative activities, although at times these are adult-led and prescriptive. Consequently, children produce a uniform result and have a lesser opportunity to be creative.

Effective observation, assessment and planning procedures enable staff to track children's progress well. They complete a record of development for every child and compile examples of children's writing and drawings to show emerging skills. Summary assessments and the required progress check for two-year-old children show that children make good progress from their starting points. Parents contribute to children's records with the use of 'wow cards' to share their achievements. They bring photographs from home for the displays, which help to strengthen children's sense of importance. Staff provide a 'Travelling Ted' and a diary as a fun activity for families to do together. This complements and extends support in children's learning and development. Staff prepare children well for school so that children are confident and develop key learning skills. Before they leave children attend Stay and Play sessions at school and the teacher visits them in the pre-school. This arrangement effectively supports children in their move to school so they settle well.

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

Staff are aware of and attentive to children's individual needs, so that children are happy and content in their care. There is an effective key person system, which contributes to secure relationships and warm attachments for children. Staff are warm and consistent in their approach to managing behaviour, so children respond in a positive manner. For example, in a jovial voice staff say, 'What do we do if we drop our toys?' and children happily chant, 'We pick them up.' Children understand the reason is so that they 'don't fall over and get hurt.' Staff carry picture cards to support children's communication, such as to help children express how they feel. Children learn age-appropriate boundaries, to understand right from wrong and to apologise. They show good manners, such as when they asked politely to pass by and said, 'Help, please.' Staff check that children can manage and offer support at appropriate times. They enable children to develop independence skills and encourage them to help with tasks. For example, staff select a special helper to prepare snack with them. Children are proud to receive reward stickers for their efforts and achievements. They develop a sense of responsibility and learn to understand about consequences.

Staff operate a toddler group on one afternoon each week, which helps children to settle well in the pre-school group. This is because children are already familiar with the building

and adults around them. They quickly learn and conform with the routines, such as to sit together and do group activities. Children make independent choices about when to eat at the caf-style snack time. They enjoy healthy and substantial foods, such as fresh fruit and warm crumpets. Staff provide menu information for parents and are aware of children's individual dietary requirements. They teach children good hygiene routines and to be independent. For example, the youngest children knew where to find the tissues and attempted to wipe their nose. Children learn about safety in everyday activities and planned events. For instance, during road safety week children enjoyed a visit from the neighbourhood police officers. They take part in routine fire drills so that they know what to do in an emergency. Children benefit from fresh air and exercise in frequent outdoor play opportunities. Staff prompt children to consider the weather and to think about what clothes they need to wear. This shows that they support children's understanding and developing skills. Children enjoy stimulating play experiences outside, such as when they play barefoot in the sand pit. Staff encouraged children to make comparisons between wet and dry sand, which resulted in interesting descriptions. For example, children spoke about it feeling 'squishy' when they were in the 'oozy sand'. Staff praise children for their 'good words' and play rhyming games, which promotes children's language skills.

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

Staff take effective steps to promote children's safety, health and well-being. For example, they do a careful check before children play outdoors to identify and remove any risks. Staff secure external doors and supervise children at arrival and going home times. They demonstrate good hygiene practice, which helps to prevent risk of illness and infection for children. There is a clear vetting and recruitment process, with appropriate checks taken on persons working with children. The induction and supervision procedures provide good support to staff and monitor ongoing suitability. Staff have a secure knowledge of the child protection procedures, which enables them to safeguard children's welfare.

The committee and staff have a good understanding of their roles and responsibilities as day care providers. Committee members and parents take an active part and are enthusiastic about their pre-school. For example, they organise fund-raising events, such as a summer fair and a 'Big Toddler' to provide additional financial support. The chairperson has a good overview of the pre-school due to frequent visits and discussions. Regular meetings provide opportunities for the staff and committee to evaluate their effectiveness. They monitor children's progress and seek parents' views as part of their self-evaluation process. Current development plans include a significant extension in the outdoor play provision for children. New staff are being recruited, which will increase the overall support available to children. Previous inspection recommendations have been addressed, making improvements to the assessment and fire safety procedures. Staff continue to attend relevant training to update their childcare knowledge and awareness. They evaluate what they have learnt and share this with all staff to develop their practice further. For instance, staff have improved the programme in children's communication and language development. They have increased the use of visual aids to support children and plan to extend use of these in the outdoor area.

Parents provide positive feedback at inspection and say that they are very pleased with their children's progress. They describe good support to children and comment they have 'seen a big improvement in the way children learn'. Parents explain that children move easily into school and that their teacher compliments how well prepared they are for learning. Staff work in partnership with parents and other agencies, such as speech and language therapists, to support children's individual 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	EY342560
Local authority	Cornwall
Inspection number	828419
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	23
Number of children on roll	18
Name of provider	Luxulyan Smarties Committee
Date of previous inspection	19/03/2012
Telephone number	07798731546

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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