

St Keverne Pre-School Playgroup

St. Keverne CP School, School Hill, St. Keverne, Helston, Cornwall, TR12 6NQ

Inspection date

11/11/2014

Previous inspection date

14/05/2009

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

- The effective key person system helps children to settle when they first attend. They develop secure and trusting relationships with adults, and build strong friendships with other children.
- Children engage in a broad and balanced range of purposeful learning experiences. As a result, they benefit from good opportunities to develop essential skills for the future.
- Staff use children's assessment records effectively to monitor their progress. They show that children make good progress from their starting points when they first attend.
- Positive partnerships with other early years providers help to maintain continuity for children. This good practice helps children to move effortlessly into school life.
- Staff share good levels of information with parents and encourage them to take an active role in their child's learning.

It is not yet outstanding because

- Staff do not always stretch older children to reach their full potential with challenging activities and experiences.
- Staff miss some opportunities to extend children's sense of belonging further once they have settled into the pre-school.

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 viewed the premises, toys and equipment.
- The inspector and manager undertook a joint observation of an activity.
- The inspector engaged in discussions with children, parents and staff.
- The inspector observed interactions between adults and children.
- The inspector sampled pre-school documentation and children's records.

Inspector

Jayne Pascoe

Full report

Information about the setting

St Keverne Pre-School Playgroup registered in 2004. It is situated in the village of St Keverne, near to the town of Helston, in Cornwall. It operates from the old infant building in St Keverne County Primary School. Children have sole use of a large classroom, toilet facilities and an enclosed outdoor play. They have shared use of some of the school facilities. The pre-school serves the local and surrounding area. They operate from 8.45am to 11.45am each weekday during term time only. In addition, they offer an extended day on a Tuesday, when they are open until 3pm. The pre-school is registered on the Early Years Register. There are currently 18 children in the early years age group on roll. The pre-school receives funding for the provision of free early years education for children aged two, three and four years. Some children also attend another early years setting. The pre-school employs six members of staff, of these, one is an administrator, three hold early years qualifications at level 3 and one is currently working towards a relevant qualification at level 2.

What the setting needs to do to improve further

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

- extend opportunities to challenge children of differing abilities further during planned and routine daily activities
- make more use of resources to strengthen children's sense of belonging further.

Inspection judgements

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

Staff have a secure understanding of how children learn and develop. They know children and their families well, which helps them to meet children's individual needs. This knowledge helps staff to provide a broad and balanced range of enjoyable learning experiences based on children's individual interests and preferences. Children benefit from good opportunities to express themselves creatively as they build and construct using large wooden shapes. Outdoors they develop their physical skills as they push and ride wheeled toys, balance, run and climb. In addition, children benefit from specially planned activities, during which they explore and investigate the great outdoors. These stimulating activities successfully promote children's personal and social skills, as they negotiate and cooperate with one another. Children develop physical strength and coordination as they play. They communicate effectively with others to express their needs and establish enjoyable play scenarios.

The quality of teaching is good because staff interact positively and with considerable skill to support, encourage and praise children's efforts. However, there are some missed opportunities to provide additional challenge for the older children. This is because during some group activities, such as cooking, staff have the same expectations for children of all ages. Staff successfully challenge the younger children in the group to spoon specific quantities of ingredients into their bowl. However, staff do not encourage older children to take more responsibility, for example by following visual instructions on a pictorial recipe card. In addition, staff do not always use daily routine activities fully to promote learning further. Staff talk with some children about the weather and passing of time. However, there is no system in place to ensure these everyday occurrences are fully explored, such as with use of a calendar and weather chart. Consequently, staff do not always extend older children to reach their full potential.

Staff monitor children's progress well. This helps them to ensure they are appropriately stimulated and receive regular opportunities to learn and develop essential skills. Staff liaise regularly with parents to share information about children's progress. This provides opportunities for sharing children's learning at home. Parents said that they feel fully involved in their child's learning and receive good levels of information from their child's key person. This helps them to maintain continuity between pre-school, home and other early years settings their children attend. There are plenty of ongoing purposeful discussions between children and adults. Children are confident and competent in expressing themselves, as their communication and language skills are good. Staff actively encourage discussion during group activities, such as cooking, when they explore the changes in texture, aroma and taste. In addition, children interacted well with their friends during their imaginative role play and helped to maintain ongoing harmonious play. Consequently, children develop their organisation skills and ability to compromise well. Staff encourage children to identify their own personal feelings and physical needs and respect those of others. This helps them to develop a good awareness of people's differences and develop effective personal and social skills. As a result, staff prepare children well for their future learning.

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

Children enter the pre-school enthusiastically and chat happily with their friends and staff. They agree on what they would like to do and quickly settle to this activity. Children are confident, independent and happy. Even though some children are relatively new to the pre-school, they have already formed a secure attachment to adults and strong friendships with other children. Staff interact well to encourage children to talk about their day, share experiences from home and celebrate achievements with one another. This promotes a strong sense of self-awareness and self-belief. However, although children have settled well, staff miss some opportunities to increase children's sense of belonging further. For example, staff do not use photographs of children's families to reinforce how much they are valued and encourage them to talk about their home experiences. Additionally, staff do not consistently use resources, such as picture cards or a timeline of the daily routine, to help children know what comes next.

Children benefit from using of a good range of toys, books and resources that depict an awareness of the range of people in the local community and wider world. Staff are positive role models who set good examples to children. As a result, children are kind, helpful and well mannered. They tidy away toys after use and help others in their play. Children learn how to keep themselves and others safe, as attentive and informative adults guide them well. For example, when children use large wooden shapes to build and construct, staff remind them to handle these carefully to avoid bumping into other children. Children are familiar with the surroundings and show high levels of independence, as they freely select their favourite toys. Staff are well deployed, which helps them to successfully identify and meet children's specific needs. Children feel safe and secure because staff are fully engaged in supporting them well.

Children learn to keep themselves healthy because staff teach them well. Consequently, children learn about the importance of good hygiene practices, healthy eating and the benefit of fresh air and physical exercise. Children demonstrate that they are competent in managing their own personal care needs. They take themselves to the toilet, wash their hands at appropriate times and engage in significant periods of physical outdoor play. The premises are organised well to meet the needs of the range of children attending. Comfortable areas are available for those who wish to relax with books or to chat with friends. Staff provide a good range of tabletop, floor and craft activities. Children help themselves to additional tools and resources as they wish, as they know where to find them. This supports children's well-being and all-round development as they become independent and are able to cooperate with others to achieve their goal. Links with parents, other early years practitioners and agencies are good. This helps to promote continuity and supports children when they move on to other settings and school.

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

Staff have a good understanding of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. Therefore, they support children well and successfully meet their individual needs. Staff have a secure understanding of the local safeguarding procedures and are confident to follow these if required. The provider completes appropriate suitability checks for all staff and committee members. The provider carries out an effective risk assessment. In addition, staff complete daily visual checks on the premises, toys and equipment. This helps ensure the environment is safe and secure for children to use. Children learn how to identify and manage everyday risks as they handle large play equipment. They also participate in regular emergency evacuation procedures. Consequently, the committee and staff promote children's health and safety well. Staff share a good range of written policies and procedures with parents to keep them informed about their daily practice. Parents receive good levels of information through a variety of appropriate methods, which includes a newly created website. All staff hold a valid paediatric first-aid training certificate. Therefore, this helps them to respond to accidents and emergencies appropriately.

Staff are deployed well and the premises are organised effectively to support the range of

children attending. The committee provide appropriate support for the manager and she in turn monitors staff performance effectively and on a regular basis. Recruitment procedures are robust and key staff hold appropriate qualifications. In addition, all staff are encouraged to continually update their knowledge and skills, through regular training events and ongoing supervision. Staff regularly reflect on their practice to help them identify appropriate areas for future development. This currently includes improving the outdoor play area further and introducing more opportunities for children to use information technology. Overall, the committee and staff have taken effective steps to address the recommendations raised at the last inspection. Consequently, staff provide more opportunities to promote children's mathematical skills. Children benefit from a welcoming and stimulating environment. They enjoy the company of staff and their friends and engage in a wide range of purposeful and worthwhile activities. Children learn and develop essential skills as they play, as staff provide plenty of support and encouragement to help them achieve. As a result, children work rapidly towards the early learning goals and, overall, make good progress in all areas. Positive partnerships with parents, other early years agencies and the school successfully contribute to meeting children's needs.

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	EY290967
Local authority	Cornwall
Inspection number	833791
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	25
Number of children on roll	18
Name of provider	St Keverne Pre-school Playgroup Committee
Date of previous inspection	14/05/2009
Telephone number	01326 281525

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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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