

Altarnun Pre-School

Altarnun CP School, Five Lanes, Altarnun, LAUNCESTON, Cornwall, PL15 7RZ

Inspection date	25/11/2014
Previous inspection date	18/11/2009

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 provide a stimulating programme of activities for children, with a good focus on learning in the outdoor environment.
- Staff promote children's learning and development well and have clear observation, assessment and planning procedures in place to monitor progress.
- The pre-school has close links with the school, which make an effective contribution to the preparation for children to move on.
- Children are very happy and enjoy learning in their play activities; consequently, they make good progress in their development.
- Leadership and management are good because there are effective supervision, staff development and evaluation systems in place.

It is not yet outstanding because

- Staff do not always fully enable children to make independent choices or enhance communication through the provision of visual prompts.

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 undertook a joint observation with the manager.
- The inspector took account of the pre-school's self-evaluation process and feedback from parents.

Inspector

Julie Wright

Full report

Information about the setting

Altarnun Pre-School registered in 2005 and is a committee-run group. It operates from one room in Altarnun County Primary School, in the village of Five Lanes. Children have use of an enclosed outdoor play area and the school field. Sessions are available to children over the age of two years, from Monday to Friday in term time only. The pre-school opens on Monday, Wednesday and Thursday from 9am to 3.30pm, and on Tuesday and Friday from 9am until 1pm. The pre-school is registered by Ofsted on the Early Years Register. There are currently 15 children on roll. The pre-school receives early education funding to provide free places for children aged two, three and four years. There are four staff employed to work with the children, all of whom have relevant 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:

- develop the use of visual aids as additional resources, to help children make choices and extend support in communication and language development.

Inspection judgements

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

Children are inquisitive and show a keen interest in the accessible resources and activities. A variety of materials and play opportunities keep children busy as they engross themselves in play. For example, they enjoyed playing in the sand tray as they scooped and filled containers. Staff demonstrate effective teaching skills and interact well with children to help them learn. They encourage children to think and to talk about what they are doing, to promote sustained interest. Children benefit from a good balance of free-play and structured group activities. They make suggestions and follow their own interests. For instance, they said to their friends 'Shall we dress-up?' and went to play in the role-play area. This is currently set out as a post-office, which children helped to create. Children demonstrate purposeful play because of the effective preparation for this activity. For example, they selected wrapping paper and boxes to make parcels. They wrote letters to put in envelopes and talked about the post. Staff ensure that other imaginative play resources are around to reflect children's preferences. For instance, children choose to play with the dolls, while others like to use toy vehicles, animal and figures. This enables children to make independent choices as they move around the room.

Staff engage with children throughout activities to support learning, such as to prompt colour and number recognition. Children take part in circle and group times, which help them to cooperate and to develop concentration skills. They take turns to choose a song

to sing, although not all can think of one and lack additional prompts to help them remember. Staff provide information for parents about events and activities, to involve them in children's learning. The book-borrowing scheme is popular with children and their families. This promotes children's interest in reading and a sense of responsibility as children learn to be careful with their books.

Staff have a good knowledge of the Early Years Foundation Stage. Observation, assessment and planning procedures clearly identify children's progress and their next steps. This enables staff to provide effective challenges to children's individual learning, to help them reach targets. A suitable procedure is in place to complete the required progress check for two-year-old children. Staff have regular discussions with parents about children's progress and enable them to see development records at any time. Children begin weekly visits to the reception class in school in January, which prepares them well for their start date in September. Consequently, children are confident, secure and ready for their new learning environment.

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

Children are happy when they arrive and are familiar with the routines. Staff provide a warm welcome as children gather in the conservatory and greet their friends. At registration time, children say whether they are having a school dinner, packed lunch or going home. They select photograph cards to take to their pegs as they hang up their belongings. Children show increasing levels of confidence and compliance, as they cooperate in a group situation. They show positive attitudes because they behave well and have good manners. For example, they listened to others at Show and Tell time, then said 'thank you' for bringing something to show the group. Staff have a good awareness and understanding of children's individual needs. They work closely with parents to promote consistent care and help children make progress, for instance to help children develop independence and self-care skills. Staff are gentle with children and nurture them, so children feel secure and form positive relationships. Children respond well to the effective strategies that staff use to manage behaviour. For example, children stop what they are doing and put their hands up when they hear the sound of the jingle-bells. Staff remind children that they have five more minutes before tidy-up time, which children are eager to help with. Children show pride and pleasure as they receive a sticker for an achievement, so they develop self-esteem.

Children enjoy sociable snack and mealtimes as they sit together and chat with staff. Staff continue to promote children's learning at these times because they encourage children to pour drinks and help. They have name cards for children, which provide an opportunity for children to learn letter sounds. Staff talk with children about different tastes and textures, as they encourage them to try a variety of foods. They explain to children that food is important and how it helps them to grow and be healthy. Children take part in planting and growing activities, which help them to learn where vegetables and fruit come from. Staff make very good use of the outdoor areas to promote continuity of learning, in all areas of children's development. They teach children about safety; for example, children wear fluorescent jackets when they go on an outing in the village. Children understand

that they must walk in pairs and stay near to staff to be safe. Outdoor activities on the field enable children to explore a wider area and they have great fun as they run around. Children collect natural items for their interest table, such as pinecones, moss and bark. They peer inquisitively through a magnifying glass and proudly show their friends what they have found.

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

There is a consistent team of staff and committee members, who work well together to provide a good pre-school for children. They demonstrate a clear understanding of their roles and responsibilities to meet requirements. Staff provide close support and supervision to children because they work above minimum ratios. Premises are safe, secure and welcoming, with suitable maintenance arrangements in place. Toys and equipment are in good condition and accessible to children. Staff change resources and review the organisation of activities to promote children's interest. Vetting, recruitment and induction procedures are robust, to monitor the suitability of persons working with the children. Support to staff is effective through regular supervision sessions. Staff implement their policies and procedures to promote children's health, safety and well-being. They have a clear understanding of the Local Safeguarding Children Board procedures. This knowledge enables them to take appropriate action to protect children.

Staff monitor children's progress to evaluate the effectiveness of their practice. They review their systems and make suitable amendments, such as to simplify assessments and reduce paperwork. There is a rolling programme of training available to staff, to support continuous development. For example, staff attend courses on communication and language development, safety, creative play and outdoor activities. They discuss their learning at staff meetings to share relevant information to make further improvements. For instance, following training, they were inspired to extend activities in the mathematics and literacy programmes. Since the last inspection, a conservatory has been built to provide additional space for children. Staff continue to develop activities in the outdoor area, with children's involvement. For example, they created a fairy garden together and then a dinosaur land in one of the beds. Children helped to make a den with pieces of wood that they had collected on a nature walk. Staff have clear plans for the future and demonstrate a commitment to the pre-school.

Parents take an active part on the committee and in fund-raising events. They provide positive feedback about the pre-school and value the provision. Parents are happy with the amount of information available to them and describe good relationships with staff. The pre-school works closely with the school, by joining in with activities and events, as well as sharing training opportunities.

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	EY301846
Local authority	Cornwall
Inspection number	837702
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	14
Number of children on roll	15
Name of provider	Altarnun Pre-School Committee
Date of previous inspection	18/11/2009
Telephone number	0792 9410605

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

