



St Newlyn East Pre School

Inspection report for early years provision

Unique Reference Number	EY317196
Inspection date	08 March 2006
Inspector	Sarah Jane Wignall
Setting Address	St. Newlyn East Primary School, Station Road, St. Newlyn East, Newquay, Cornwall, TR8 5ND
Telephone number	01872 510407
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Registered person	St Newlyn East Pre School
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

St Newlyn East Pre-School is a committee run group. It opened in 2005 and operates from one main room and additional facilities in St Newlyn East primary school. It is situated in the village of St Newlyn East. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open on Monday, Wednesday and Friday from 09:00 until 14:55, and from 09:00 until 11:30 on Tuesday and Thursday, during term times only. All children share access to a secure enclosed play area.

There are currently 30 children from 2 to 4 years on roll. Of these, 20 children receive funding for nursery education. Children come from the local and surrounding areas.

The pre-school employs three staff. Over half of the staff have early years qualifications to National Vocational Qualifications (NVQ) level 3 or above. The setting receives support from an advisory teacher from Family Services. They are members of the Pre-school Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for in a clean, bright and welcoming environment. They learn the importance of health and hygiene as they follow established daily routines, such as washing hands before eating and after craft and other activities. Effective procedures are in place to ensure all areas of the pre-school are clean and hygienic. Staff follow appropriate routines, such as wiping tables between use, and using separate washing bowls for craft and cutlery items. Children are protected from the dangers of the sun as an appropriate sun protection policy is in place, and children are encouraged to use creams and hats when playing outside. Comprehensive accident and medication record forms are used to keep parents informed. Sufficient numbers of staff hold current first aid certificates.

Children are provided with a generally healthy mid day snack, which includes fresh fruit and vegetables. Children are encouraged to help themselves to the food provided on the table. While they are provided with drinks of water or milk at snack time, they are not always encouraged to drink at other times when they may be thirsty, for instance after physical activity. Children who are staying for lunch bring their own packed lunch, which is stored appropriately in the fridge. Staff sit with children at lunch time, encouraging them to eat well and sensibly. Information about special diets is displayed in order that all staff are fully informed.

Children benefit from daily access to fresh air and exercise. Good use is made of the covered outside play area, where children enjoy riding bikes, using the slide and other ride on toys. Children gain physical skills as they pedal, push and climb. Weekly access to the school hall provides children with the opportunity to run, hop and crawl as they listen to instructions to move in different ways. Children develop fine muscle control as they use a range of one handed tools, such as paintbrushes, pencils and scissors. Children develop good spatial awareness as they confidently push buggies around the play room, and line up and sit nicely when asked to do so.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from being cared for in a safe and suitable environment. They have access to a main play room, school hall and large covered outdoor play area. Staff use risk assessments and daily routines to ensure all operational areas of the

pre-school are safe and secure. Effective measures are in place to limit risks to children, such as external doors being locked once the session begins. The play room is well laid out to allow children to move safely within it. Children learn about fire safety as they practice regular fire drills in line with the school routines. Electrical equipment at the setting is regularly checked for ongoing safety and suitability. Staff supervise children well as they move around the setting and when playing outdoors.

Children have access to a good range of toys and resources which are well presented and easily accessible. Good storage facilities allow children to make some independent choices from labelled selection units. Staff regularly check equipment to ensure its ongoing cleanliness and suitability. Children are reminded how to use equipment safely, such as not climbing on benches when in the hall because they could fall and hurt themselves, and not running into other children when pedalling bikes.

Children are well protected by staff's knowledge and understanding of child protection procedures. There is a designated member of staff with responsibility for child protection and a comprehensive policy is in place. Staff are aware of agencies to contact for advice or referral, if concerned about a child in their care. Staff keep a record of existing injuries.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled at the pre-school. Most enter confidently and separate easily from parents and carers. Sessions are well organised with all children having access to the full range of resources and activities available. Younger children are well supported by staff, who gently encourage them to join in where they appear shy or uncertain. Staff have recently completed training in the Birth to three matters framework, and they are using this knowledge to help focus their attention on younger children's needs. Children staying all day benefit from a well balanced curriculum, where the emphasis changes from more structure in the morning to the afternoon sessions focusing more on free play.

Nursery Education

The quality of teaching and children's learning is good. Staff have a good understanding of how children learn and they plan a balanced range of practical learning experiences. Staff use long, medium and short term plans to provide a balanced curriculum covering all six areas of learning. Sessions are well planned, showing a good balance between adult-led focussed activities and free choice. Group circle time is well used to cover several areas of learning, such as Maths and literacy.

Children are gaining some independence as they select appropriate resources, such as scissors, and older children are encouraged to put on their own shoes and coats. However, not all children are encouraged to pour their own drinks at snack time or tidy away after using the sand tray. Children enjoy listening to stories during group story time, and the confidently and enthusiastically join in with the endings. Children

learn about sounds and rhythm as they clap their names and sound out the initial letter of their name. Children have a lot of opportunities to make marks and draw. Several older children competently draw pictures of their own home, and staff model writing as children discuss aspects of their homes.

Children learn about shape and size as they draw around different sized shoes and order them from smallest to biggest. Children learn about number as they count, and staff extend this learning as they ask children to add two to five to make seven. Children learn about technology as they competently use the computer to complete simple programmes and play with the phone in role play. They gain an understanding of time as they discuss days of the week. Children enjoy learning about changes as they blow bubbles into paint and see the patterns it makes. Children use their imagination well when playing cafes in role play. They enjoy listening to different styles of music and move in time as they hear bagpipes play. They have access to different media and materials and enjoy access to sand, water, dough and clay.

Staff make regular observations and assessments of children's progress to help plan the next steps in learning. While staff have a good understanding of children's abilities, they do not set individual targets for all children. Children's work is displayed well within the setting, and some examples are kept for sharing with parents. Overall, children make good progress in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children benefit from being cared for by knowledgeable and committed staff, who have a good understanding of their individual needs. Children are comfortable and relaxed at the setting and are encouraged to follow their own interests. Staff offer appropriate support so that all children can participate in the available activities. Children with special needs are effectively supported, and staff work closely with parents and other professionals in providing appropriate care and support. Children are very involved in the local community and learn about the local area as they visit a local farm and village church. Good links with the primary school allow older children to share PE sessions and gain confidence and familiarity before moving into the reception class. Children learn about diversity and the wider world through access to a good range of resources, such as puppets, books and small world resources. They celebrate a variety of festivals within the curriculum.

Children behave well. They are aware of the high expectations staff have for behaviour, and they are responsive to instructions and requests given. Sessions are well organised and follow a set routine. Children are given clear warning of the change of activity, such as five minutes until tidy up time. Children are gaining some independence as they wash their hands, and older children put on their own shoes and coats. Staff use a lot of verbal praise and encouragement to reward effort and raise self esteem. Special achievements are celebrated during circle time, and children are rewarded with stickers.

The partnership with parents is good. This contributes to children's overall progress and development at the pre-school. Parents have access to an informative

prospectus and welcome pack which includes detailed information about the Foundation Stage curriculum. Parents are encouraged to be involved with the group, both on the management committee and helping at fund raising events. Staff keep parents informed about their child through daily verbal feedback and regular open days, where parents are invited to look at and comment on their child's developmental records. Parents complete an initial entry profile of their child's abilities on entry, giving staff a good starting point in which to plan for a child. Parents are able to make their views known through the use of a comments book and access to the complaints procedure. Comments noted and discussions with some parents indicate that they are happy with the standard of care and education their child receives at the setting. The pre-school fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Children benefit from being cared for by a well qualified and consistent staff team. The two joint play leaders work very well together and they are effectively supported by an assistant. Training records show that both play leaders have a commitment to keeping their knowledge and skills updated as they regularly attend early years workshops and relevant training courses. The setting is very well organised with all staff being aware of their roles and responsibilities and sessions running smoothly. A key worker system is in operation, with both play leaders having responsibility for observation and record keeping on designated children. Staff keep up-to-date with changes in legislation, and recently introduced suitability and recruitment procedures are used to ensure the suitability of staff at the setting. Comprehensive documentation is in place and regularly updated.

The leadership and management of the pre-school are good. The pre-school is managed by a voluntary management committee made up of parents and others. The strong management committee offer suitable support to staff. Regular staff appraisals are carried out by the management committee, which helps to outline ongoing training or developmental needs. On a day to day basis, the joint play leaders are a strong and well informed team. Advice and guidance are sought from both the Family Services and the Pre-School Learning Alliance (PLA), and are used to improve practice. Comprehensive actions plans are in place and used to identify areas for ongoing development and improvement. Staff regularly reflect on their practice and whether learning intentions have been achieved. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since the registration. The provider is

required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- increase children's understanding of healthy eating by ensuring all snacks are healthy and nutritious and children have free and easy access to drinking water during sessions

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure all children are sufficiently challenged, by setting relevant individual targets for development
- increase children's independence by encouraging them to pour their own drinks at snack time, and have easy access to aprons and other equipment for tidying up, when using craft resources.

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