

# Piccolo Early Years Group

Inspection report for early years provision

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**Unique reference number** 102987  
**Inspection date** 07/11/2008  
**Inspector** Denise Franklin

**Setting address** Bugle County Primary School, Fore Street, Bugle, St Austell, Cornwall, PL26 8PD  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Piccolo Early Years Group has been established since 1999 and is registered on the Early Years Register. The group operates from the school hall and a separate building in the grounds of Bugle County Primary School. There is disabled access to both buildings. The group is committee run and serves Bugle and the surrounding villages. It opens five days a week during term time. Sessions are available from 08.45 to 15.15. The setting also runs a breakfast club which runs from 07.45 to 09.00 and an after school club which runs from 15.15 to 17.30.

The group is registered to care for up to 64 children aged from two to under 8 years at any one time. There are currently 48 children in the early years age group. This includes 29 children in receipt of funding for nursery education and four children in receipt of funding for whom English is an additional language. Children attend a variety of sessions. The group supports children who speak English as an additional language, those with learning difficulties and/or disabilities, and also a community of travellers.

Eleven staff are employed to work with the children, 10 of whom have early years qualifications. One member of staff is currently working towards a level 3 qualification, another is working towards her Early Years Professional Status and one member of staff has started a Foundation Degree in Early Years.

## **Overall effectiveness of the early years provision**

Piccolo Early Years Group offers good provision for the children in its care. All children, including those with learning difficulties and/or disabilities and children whose first language is not English, are given good support and are achieving well. Partnerships with parents, the school and other agencies are good. Provision for staff professional development is good and they work hard to ensure the needs of the children are met. A high priority is given to integrating children from Portugal and this is impacting well on all children's cultural development. Recommendations from the previous report have been appropriately addressed and the setting is well placed to continue to improve.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure that planning clearly identifies learning intentions for the more able children
- develop the outdoor area to enable children to make decisions on whether to develop their learning inside or outdoors

## **The leadership and management of the early years provision**

All policies and procedures regarding the welfare of the children are regularly updated and of high quality. Safeguarding procedures are rigorously implemented. Risk assessments are detailed and resources are of high quality and well organised. Day to day management of the setting is good. This ensures children are safe and well cared for at all times. The manager has a good understanding of the group's strengths and areas to develop. Staff are fully committed to their own professional development for the benefit of the children and details of the courses attended are clearly logged. For example, several staff members were attending a letters and sounds course on the afternoon of the inspection. This impacts well on the children's learning and, as a result, children's achievement is good. There are good links with parents. They are able to settle their child at the start of the day and receive regular reports on their child's progress. Provision for children with learning difficulties and/or disabilities and those for whom English is their second language is comprehensive. Early identification of the specific needs of these children ensures the children have the support to which they are entitled. The close links and transition arrangements with the primary school enable children to move smoothly from the pre-school to reception class. Improving transition arrangements has been a key focus for the manager of the setting and evidence from discussions indicates these are now good.

## **The quality and standards of the early years provision**

Children are happy and well settled. They enjoy learning and are achieving well. Children in the two- to three-year-old room have access to a wide range of interesting and well planned activities. Staff are well deployed to develop children's skills in all areas of learning, with a particular focus on communication, language and literacy skills. Some children were observed in the home corner working with an adult, others were busy building sandcastles in the sand tray, while others were mark-making or using play dough. There was a calm relaxed atmosphere and behaviour was good. The day to day organisation is good and well thought through to allow the best use of the hall, which is also used daily as a canteen for the children in the primary school. An enclosed outside area is used for planned activities. The other secure outside area around the building, used for older children, is used well for planned activities. Older children were observed developing their physical and creative skills in the school field using streamers, pompoms and bubbles. However, the outdoor spaces are not organised well enough to give children choices about their learning inside and outdoors.

Inside the building, older children respond well to a number of firework poems and are confident to express themselves by making firework sounds. They know the routines and are confident to select from the range of activities provided for them. Children have chosen to have a church in their role play area as part of their topic on celebrations. They are well able, with adult support, to take on various roles for a Christian baptism. Photographs also show children at a wedding service. Through this topic, children are developing a good understanding of the community in which they live. This is also evident in their participation in community events,

such as a Floral Dance and band procession through the main street. Planning is good and clearly identifies separate planning for the different age groups, often using the interests of the children as starting points. However, it is not always clear how the needs of the different ability groups are met, in particular, how challenges are provided for the more able children.

Since the last inspection staff have continued to ensure that the provision meets the needs of children whose first language is not English. This has included providing new resources and learning key words in the children's first language in order to communicate with the children and their parents more easily. This enables the children to settle quickly and gives local children an opportunity to develop their understanding of other cultures. An attractive display in the two- to three-year-old room shows how the children made bread. Captions explaining the process are in both English and Portuguese, which impacts well on the children's learning and development as well as supporting the parents. High priority is also given to developing children's awareness of the local community, for example, by participating in 'Bugle Band Day', organised by the manager of the setting. Good individual support is given to children with learning difficulties and disabilities to enable them to access the same activities as the rest of the group at an appropriate level.

Each child has a Learning Journal, which is being used well to record detailed observations and to track their progress in relation to the Development Matters in the Early Years Foundation Stage. The information is regularly shared with parents at individual consultation meetings and used for more formal written reports. Detailed assessment information is also passed to the school as part of their good transition procedures.

Improvements have also been made to arrangements for snack time in the younger children's room. They are given more independence to pour their own drinks. Older children were observed eating healthy snacks and demonstrated a good understanding of hygiene procedures. Children enjoy healthy meals at lunch time. Safeguarding procedures are excellent and adults are very effective in teaching children to stay safe at all times. All children respond well to a reward system whereby they receive a prize after gaining recognition for good work and /or behaviour on five occasions. They really enjoy the challenge, respond well and, as a result, their behaviour is good at all times. Children with more challenging behaviour are dealt with appropriately using a positive behaviour management approach, which supports them well. Most children are gaining good independent skills and are being well prepared for their future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.