

St Newlyn East Pre School

Inspection report for early years provision

Unique reference number EY317196
Inspection date 23/06/2009
Inspector Denise Franklin

Setting address St. Newlyn East Primary School, Station Road, St. Newlyn East, Newquay, Cornwall, TR8 5ND
Telephone number 01872 510755
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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 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

St Newlyn East Pre-School is a committee run group. The setting is on the Early Years Register. It opened in 2005 and operates from one main room and has 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 to Friday from 09.00 to 15.00 during term times only. All children share access to a secure enclosed play area. There is appropriate disabled access to the setting.

There are currently 44 children from two to four years on roll. Of these, children from three to four years receive funding for nursery education. Children come from the local and surrounding areas.

The pre school employs seven staff. The manager has a foundation degree in Early Childhood Studies and is working towards her Early Years Professional Status. The deputy manager has a suitable level 4 qualification, three others are qualified to level 3, two have level 2 and one member of staff is unqualified. The setting receives support from advisory teachers from family services. They are members of the pre school Learning Alliance and enjoy very close links with the school and other settings.

Overall effectiveness of the early years provision

St Newlyn East Pre-School is highly successful in promoting their vision of 'Encouraging Curiosity' by providing outstanding provision and care for its children. The setting is very effective in making sure that all children consistently make good progress in their learning and development and achieve very well. There are outstanding systems to track individual children's progress and this ensures that all children, including those with learning difficulties and/or disabilities and English as their second language are extremely well supported and catered for. Actions identified for improvement are addressed promptly and therefore the setting's capacity to continue to improve is excellent.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure that the new planning systems are embedded into practice and that all staff are fully involved in monitoring and evaluating practice

The leadership and management of the early years provision

The manager is extremely well supported by a very strong team and highly proactive committee. Regular meetings ensure that the committee members are

fully informed of all aspects of the pre school management and rigorous staff appraisal systems are in place. These effectively support staff training. Self-evaluation is good and actions for improvement are dealt with quickly and efficiently. The manager regularly meets with the staff to discuss planning and the day-to-day management of the setting. The manager works closely with staff to ensure that the individual needs of all the children are carefully planned for. However staff are not fully involved in monitoring and evaluating practice so that key strengths and areas for development can be identified and tackled as a team.

The procedures for safeguarding children are excellent and rigorously implemented so that children are safe at all times. These include regular risk assessments and procedures to ensure that doors are always locked.

Partnerships with parents and others are excellent. Parents are extremely happy with the care and provision provided for their children, particularly the visits out to local places of interest such as the beach. They feel very well informed about their children's progress and value the detailed summary sheets they receive every six weeks covering all areas of learning. They appreciate being able to contribute to setting their child's targets. Information is translated for parents of children for whom English is their second language. Many parents/carers have the opportunity to spend time with their child in the covered outdoor area at the start of each session and this is very effective in ensuring children are settled and happy before the parent/carer leaves the premises. The setting works extremely well with the school and children look forward to spending playtime with their older friends in the reception class. This helps the children to be familiar with the school environment, staff and children and prepares them very well for September. There are also very effective partnerships with staff from the family support service and with services that support children with learning difficulties and/or disabilities.

The quality and standards of the early years provision

There is an excellent range of interesting and simulating activities offered to the children in a safe and attractive learning environment. Children really enjoy their time in pre school and achieve very well. The room and covered outdoor area (the barn) are set up with a wide range of activities, although children can select their own resources according to their interests. Adults are very skilled at both ensuring that learning intentions for adult-led activities are met and also supporting a child who is developing his/her own interest. For example, in the barn a child was observed digging with some bark in a tyre. He collected a bucket and water and built sandcastles with the bark. The adult very effectively questioned and developed his skills so that good learning occurred. Children also have access to a large grass area where they can develop their physical skills of climbing, running and ball throwing. Inside children take on various roles at the ice cream parlour and sit outside the parlour on deck chairs using their mobile phones. They play together extremely well. There are excellent opportunities for mark making at the writing table. Samples of children's work are clearly displayed and shared with each other. Boys and girls were observed using clipboards to record their own information. All children are able to move freely between each area because the staff are very well organised and flexible.

Planning is detailed and clearly identifies the learning intentions for children at each developmental stage. Key workers ensure that their children are able to access activities that will help them achieve the learning intentions and individual targets. Staff make detailed observations, which are dated and linked to the statements of the development matters. In turn this information is used very effectively in planning. This is new and has not yet been fully embedded into practice. All information together with samples of children's work and photographs are collated in each child's learning journey, which are very high quality. The progress of each child is tracked carefully as is cohort tracking which the manager has also found very useful for planning.

All welfare requirements are excellent and children's welfare is promoted extremely well. A café system is in place for healthy and nutritious snacks and children can choose a range of healthy snacks and a drink of milk or water. Water is available both inside and outdoors for the children at all times. The children can pour their own drinks, an issue successfully addressed from the last inspection. Behaviour is outstanding and children frequently recall that they must be kind to their friends and share their toys. They respond extremely well to adults because relationships are excellent. Children are gaining outstanding independent skills by selecting resources, making their own decisions about their learning and by the time they leave the setting, are confident and very well prepared for their next stage of learning.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
How well are children safeguarded?	1

Quality and standards

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

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