

Trevorder Royal Navy Pre School

Inspection report for early years provision

Unique reference number 102885
Inspection date 11/11/2009
Inspector Julie Wright

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Type of setting Childcare on non-domestic premises

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Trevorder Pre-school opened over 20 years ago. It operates from premises on the Royal Naval housing estate in Torpoint, the premises are owned by the Ministry of Defence. The pre-school is managed by a registered committee. Children have use of two playrooms, toilets, kitchen and store room. There is a fully enclosed outdoor play area for children.

The setting is registered to care for a maximum of 24 children from the age of two years and within the early years age group. There are currently 30 children on roll in the early years age range. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The group is open from 9.15am to 12.15pm each morning and 12.30pm to 2.30pm on Tuesday and Wednesday during term times. A lunch club is also available to children between 12.15pm and 1.15pm. There are five members of staff who work with the children, all of whom hold appropriate childcare qualifications. The setting receives support from Cornwall early years advisory service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in safe and suitable premises. Staff have a secure knowledge and understanding of the Early Years Foundation Stage (EYFS) framework. They also have effective systems in place to promote positive partnerships with parents, carers and others. This contributes significantly towards meeting children's individual needs. Children make good progress in their development and enjoy their time in the setting. Staff meet on a regular basis to review and assess the effectiveness of the provision. They identify key areas to further develop and demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop the systems to observe, assess and plan for children's individual progress towards the early learning goals
- seek initial information from parents about children's current stage of development and provide opportunities for them to contribute to the progress records.

The effectiveness of leadership and management of the early years provision

Staff work well together to effectively implement the policies and procedures that promote children's welfare. They attend relevant training to ensure that their

knowledge and information on safeguarding procedures are up to date. Robust vetting and recruitment procedures are in place, which means that children are cared for by suitable persons. New staff and students are advised of the policies and appropriately supervised. Full risk assessments are carried out on the premises and for the occasional outings. Staff minimise hazards and make continual checks during the session. Doors are kept secure and the arrival and departure times are safely organised. Health and hygiene procedures reduce the risk of illness and infection for children. Records and documentation required for safe and effective provision are in good order.

Staff have a very good awareness of children's individual needs and specific requirements. They work closely with parents and others to ensure that children receive the support they need. There are clear systems to promote inclusion and help children feel valued. For instance, staff use simple signing and seek key words in children's first language. This helps all children to communicate with each other and learn about difference. The play areas are utilised well and staff provide a wide range of activities and play materials for children. They ensure that resources are age-appropriate, interesting and accessible to children. The rooms are warm, light and welcoming to the children. Bright displays of their creativity and photographs promote self-esteem and provide evidence of play experiences.

Relationships with parents are very good. Information is available on the notice boards, including current themes or topics. Parents receive newsletters and are invited to share their ideas for children's activities. They are welcomed into the setting and have regular discussions with staff about their children's welfare. Staff encourage involvement from families, for example, a visit from a relative in the army provides an exciting learning experience for children. Parents complete registration forms when children first attend with details of their children's preferences and requirements. Some children have 'All about me' books which provides an initial assessment of their development. However, there is no specific information for the younger children on their starting point of development. Parents are aware of the records of progress and may see them at any time, although they do not actively contribute to these. Staff use questionnaires to seek parent's views on the provision as part of their evaluation process. At inspection parents provide very positive feedback about the staff and commend their care of the children.

Since the last inspection staff have addressed previous recommendations and now have comprehensive policies in place. They have made good progress in the implementation of the EYFS and are developing suitable systems to observe, assess and plan for children's progress. They continue to review and adapt their procedures, although, at present the next steps for children do not always link clearly with planning. Staff have written an action plan for their future development and to benefit the children. For instance, they are developing the outdoor play area to provide improved play opportunities. Staff also meet with local authority development workers, which contributes to effective monitoring and evaluation of their care.

The quality and standards of the early years provision and outcomes for children

Children are happy and feel secure in the pre-school group. They have good relationships with staff and begin to form friendships with each other. Children play well together and learn to share, take turns and understand simple rules. They quickly respond to staff instructions and are familiar with the routines. For example, they know when it is time for free play or to gather together for a large group activity. Circle time encourages children to speak confidently in a group situation. They talk about the day of the week, the weather and sing daily rhymes that help them to learn. These include a daily chant about what they must do if they hear the fire bell. This helps to reassure and remind children what happens during the regular evacuation drills. Activities and routines help to promote children's understanding of health and hygiene. They make choices and develop independent skills as they decide when to have their snack. Children select their names from a board so that staff know who has had a drink and something to eat. They pour their own milk, water or juice, depending on dietary needs and preferences. Children choose pieces of fruit, chatting about what they have taken and what they like.

Activities and resources are planned and prepared well by staff to promote all areas of learning. This means that as soon as children arrive they engage in play. Children move around the different play areas, making good use of the toys and equipment. For instance, they pour water into containers and notice how the toy ducks and boats float. The sand tray is used during each session and a range of tools and equipment are accessible. Children cut with the scissors, write, draw and paint. They use construction toys to build and make things or everyday items in imaginative play. For example, children use large cardboard boxes for den building. The role play area is equipped with resources to reflect children's ideas. They enjoy the 'workshop', using replica tools to hammer soft bricks. Children select dressing up clothes, such as safety helmets and work coats, that link to their theme. At another session they may choose for the area to be a 'house' and play happily with their friends.

Staff interact well with the children, encouraging and supporting their learning through play. They are very aware of children's individual preferences and ensure a balance of child initiated play and adult guidance. For example, they encourage children to take part in all activities and not spend too much time in one particular area. Children develop their knowledge and understanding of the world in many activities. They enjoy local walks to the marina to see the boats and wildlife. A hedgehog was brought into the group so that children could look at it closely. In the outdoor play area children go on 'bug hunts' and plant shrubs, which encourages their interest in nature. They begin to understand that there is a wider world, with similarities and differences in people and places. Physical skills and coordination develop as children kick, throw and catch balls outside. They take part in music and movement sessions, copying actions and using their imaginations to pretend. Staff provide a variety of resources that promote physical development. During activities children are encouraged to count and make simple calculations. They use mathematical language to make comparisons, such as, 'how

long' or 'how big' things are.

Good transitional arrangements are in place to help children settle into the group or move onto school. Younger children attend the smaller, quieter sessions to help them become familiar with the setting. Teachers and support staff visit children in the pre-school and have discussions with the key workers. Staff share relevant information from the 'Learning Journeys' to promote continuity of care and development. Introductory visits for children and parents promote positive relationships and reassurance. Parents enjoy seeing their children settling-in and playing in the pre-school. Children also borrow books each week, which enables parents to be involved in shared reading and 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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met