

Little Nippers Mevagissey Pre School

Inspection report for early years provision

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Inspector Denise Franklin

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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*.

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Description of the setting

Little Nippers Pre-school opened in 1961, and moved to the school site in 1994. The setting is registered on the Early Years register. The pre-school operates from a self-contained building on Mevagissey Primary School site. Mevagissey is a fishing port situated on the south coast of Cornwall. The pre-school has very close links with the school, sharing facilities at lunchtime with them.

A maximum of 26 children may attend the pre-school at any one time. The pre-school is open Mondays and Thursdays from 9.00am to 1.00pm, Tuesdays and Fridays from 9.00am to 3.15pm and on Wednesdays from 9.00am to 12.00noon term time only. Children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area. The pre-school supports children with special educational needs and/or disabilities.

There are currently 28 children aged from two to under five years on roll. Of these, 20 children receive funding for early education. The pre-school employs four members of staff who all hold appropriate early years qualifications. The leader is a qualified early years teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Little Nippers Pre-school is effective and makes good provision for its children. All children, including those with special educational needs and/or disabilities, make good progress in their learning and development and achieve well. The attractive, stimulating outdoor area has improved significantly since the last inspection and is used extremely well to meet the children's needs and interests. The leader, committee and staff have an accurate understanding of the strengths and areas for development and are taking effective steps to improve provision. Therefore the setting has good capacity 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 records show when each child has achieved their next steps in learning and development
- provide opportunities for families to share their children's achievements at home with the setting and enable them to discuss their child's progress with their child's key person at parent consultation meetings.

The effectiveness of leadership and management of the early years provision

Under the strong leadership of the manager, staff are working well together to ensure that all groups of children have the opportunity to achieve as well as they can. The leader is enthusiastic and has high expectations for continual improvement. Safeguarding procedures, including vetting procedures for staff, are excellent. Risk assessments are comprehensive and effectively ensure that the children are safe and extremely well cared for.

The leader, chair of the committee and staff are using the self-evaluation form well to monitor and evaluate practice and provision. They have good knowledge of the strengths and areas for development and are striving to bring about improvements. The recommendations made by the previous inspection have been successfully addressed, particularly the outdoor area, which is now an outstanding feature. Staff appraisals take place annually and are used well to identify strengths and training needs. Staff are well deployed to ensure all children are fully included and resources effectively reflect the different cultures in Britain today. The setting has good procedures to identify and support children with special educational needs.

The setting has developed strong links with the school since the appointment of the new head-teacher. Children enjoy the 'play swap' sessions with the children in the reception class and the lunch clubs are popular. Children join older children at school for lunch and play. This prepares them well for primary school.

Partnership with parents and carers is good. They receive regular information about events and what the children do at pre-school. Planning is clearly displayed on the notice-board, which also provides parents and carers with a range of relevant information. The setting holds open mornings each term so that parents and carers can see their child's work and share their child's 'Learning Journey' folder informally with their child's key person. However there are few opportunities for parents to talk more formally with staff about their children's progress or for them to inform the setting about their child's achievements at home.

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

Children enjoy learning in this attractive learning environment and achieve well. Most of the children are confident and settle quickly into playing with the wide range of activities that are prepared for them. These activities are planned in detail, taking into account children's interests and needs and the learning intentions are clear. Children also select their own resources, and this is developing their independent skills well. Some children were observed dancing. Other children enjoy dressing up, taking on roles at the hospital and hairdressers and playing with dinosaurs. Adults question well to develop communication skills and to encourage children to be inquisitive and active learners. Children's achievements at pre-school are carefully collated in each child's 'Learning Journey'. These clearly identify what

the child can do and their next steps in learning and development. However it is not clear when these steps have been achieved.

The outdoor area is outstanding and children have easy access to this area at all times. They enjoy riding bikes and cars over the uneven surfaces created in the grass. They take turns to wash their cars and bikes and dig for treasure in the raised beds. The outdoor environment very effectively encourages children to explore all areas of learning and take supervised risks to support their learning and development. Children enjoy being outside and achieve well.

There is a high emphasis on care and welfare and children have a good understanding of the importance of staying safe. Security is excellent. There are excellent systems in place for collection of children and for children who go to the school for their lunch. The children and staff wear brightly coloured tabards at lunch time so they can be seen whilst in the school playground. The children particularly enjoy this time with the older pupils. Children enjoy healthy snacks and adults also sit with the children to promote good manners and social chat. Before lunch, children are encouraged to sit quietly with the lights dimmed. This effectively ensures they are calm and prepares them well for their lunch. The children behave well at all times because staff are good role models and children know the three rules for behaviour in the setting. Children enjoy having responsibilities, such as ringing the bell, but there are missed opportunities for them to help with preparing for snack-time. Children are developing good basic skills in communication, language, numeracy and using computers. They are being well prepared for their next stage in learning and development.

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	1
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	1
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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