



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 102987

DfES Number: 596771

### INSPECTION DETAILS

Inspection Date 03/11/2003  
Inspector Name Jonathon Christopher White

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Piccolo Early Years Group  
Setting Address Bugle CPS, Fore Street  
Bugle  
St Austell  
Cornwall  
PL26 8PD

### REGISTERED PROVIDER DETAILS

Name The Committee of Piccolo Early Years Group

### ORGANISATION DETAILS

Name Piccolo Early Years Group  
Address Bugle CPS, Fore Street  
Bugle  
St. Austell  
Cornwall  
PL26 8PD

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Piccolo Early Years Group opened in November 1999, has recently moved and operates from a separate building in the grounds of Bugle County Primary School. The group serves the Bugle area plus surrounding villages.

The group is registered for twenty children aged three to five years. There are currently thirty four children on roll. This includes twenty three funded three year olds, and two funded four year olds. Children attend for a variety of sessions.

The group supports children who speak English as an additional language and those who have special needs, currently there are none attending.

The group opens five days a week during school terms all year. Sessions are from 08:45 to 15:00.

Two full time and three part time staff work with the children. Two have early years qualifications. One part time member of staff comes for one hour at lunch times to supervise the children. Two staff are currently on training programmes. The group receives support from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Piccolos Early Years Group provides a good quality of care for children.

Staff work well as a team, most are suitably qualified and are confident to carry out their roles and responsibilities. Effective ongoing training is in evidence.

The premises are warm and welcoming and staff are vigilant to ensure children are safe and well cared for. Staff have a sound awareness of child protection and behaviour management procedures. Appropriate arrangements are in place to ensure children learn about their personal hygiene through daily routines. Snacks and meals provided are healthy and nutritious however there were missed opportunities during snack time to allow children to count and pour their own drinks.

Planning is in evidence, and appropriate for children's learning, play and development. The operational plan is comprehensive and works well in practice although a suitable key-worker system should be introduced.

There are adequate opportunities for children to learn through play. The role play area, a restaurant is well used providing enjoyable activities which re-enforces imaginative play, language and mathematical thinking. Children are provided with regular opportunities to take part in physical activities in the main school, and outside play area.

Activities offered by the provision covers a range of topics which promote children's knowledge and understanding of their own and wider environment. Resources reflecting diversity are in evidence, however there is a limited amount reflecting disabilities.

There are good links made with the parents they are welcomed into the setting, have the opportunity to freely talk to the manager on arrival and departure. Parents have access to policies and procedures, and prospectus located in the main entrance.

Detailed documentation is well organised and kept in a secure area on the premises Parents also have access to progress and development records about their children.

#### **What has improved since the last inspection?**

At the last inspection the provider agreed to improve fire safety precautions by ensuring a fire blanket conforming to BS EN standards is accessible in the kitchen; conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks; ensure that there are clearly defined procedures for the emergency evacuation of the building; make sure that premises are secure and that children are unable to leave them unsupervised; ensure the outside play area is safe and secure; ensure the register shows times of arrival and departure of children and staff throughout the day; ensure that accessible individual records are kept on the premises containing the name and address of staff, volunteers and committee members and information about recruitment, training and qualifications; ensure written parent permission is requested to the seeking of any necessary emergency advice or treatment; ensure a record is maintained signed by the parent, of any accident; devise and implement equal opportunities policy that is consistent with current legislation and guidance; ensure the child protection statement is based on ACPC procedures and includes a procedure to be followed in the event of an allegation being made against a member of staff or volunteer and make sure that storage heaters are inaccessible to the children.

All the actions above have been completed successfully and are in line with the National Standards.

There is one outstanding action which is to ensure that all staff and committee undergo the OFSTED vetting procedure and evidence of checks are kept on the premises.

Most checks have been completed and on the premises. Some are still in progress

through the vetting system, and have not yet been received by the individuals concerned.

#### **What is being done well?**

- The role-play area is stimulating and organised. Children have opportunities to use their imagination and be creative. This supports language and mathematical thinking.
- Staff support children's individual needs. They respond to instruction and are confident to take part in all activities provided.
- Children socialise and mix with the reception class during lunch breaks taken in the main school building.

#### **What needs to be improved?**

- opportunities to be created to enable children to practice and pour their own drinks
- the key worker system to be introduced
- additional resources reflecting disabilities.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Ensure a suitable key worker system is introduced.
8	Ensure children have opportunities to pour their own drinks.
9	Ensure additional resources are available reflecting disabilities.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Piccolos early years group offers very good quality nursery education. Children make good progress towards the early learning goals. Children are provided with a balanced curriculum covering all areas of learning.

Teaching within the setting is very good. Staff have a clear understanding of the early learning goals. The programme provided is varied and interesting. It is based on Cornwall's footsteps planning and is linked to the early learning goals. Staff's management of children's behaviour is good, their individual needs are recognised, encouraged and praised. Children respond well to the smiley face chart.

Leadership and management is very good. Most staff are qualified, those that are not are aiming toward a childcare qualification. The training programme for staff has been developed in conjunction with St Austell College. The education programme is predominantly drawn up by the manager although the staff are encouraged to provide ideas. Staff meetings are held although not on a regular basis of late. There is currently no key worker system in place which leaves the majority of assessment recording to one person.

The partnership with parents is very good. A yearly propectus is available to all parents which provides information about the early learning goals. Children are encouraged to take books home. This, and the weekly newsletters links the two environments and aids children's learning. The manager is available to discuss children's progress with parents before and at the end of the session, however this is on an informal basis and needs to become formal to include all parents.

### What is being done well?

- Children are happy and confident. They are able to ask questions, hold conversations in large and small groups.
- Children learn about words through everyday situations in a meaningful way.
- Staff have a clear understanding of the early learning goals.
- Children show an air of excitement and interest in the activities provided.

### What needs to be improved?

- Snack time to be developed to encourage further progress in personal social and emotional and mathematical awareness.
- The resources to be increased to promote positive images.
- Staff's recording of children's targets met in their learning and to incorporate

a system to inform parents of their child's progress.

### **What has improved since the last inspection?**

The Setting has made good progress since the last inspection.

The language programme has been further developed, staff have introduced good questioning techniques which encourages further thought processes. A specific maths area has been developed, although mathematical language is used regularly, opportunities are missed to develop problem solving particularly with reference to addition and subtraction.

Focussed Assessment Tracking charts and individual observations have been introduced.

The very good language programme to provide children with more opportunities in knowledge and understanding of the world, to question why things happen and how things work, their creative work to be free to communicate their ideas and feelings through the effective use of a range of different media has been developed.

Effective use has been made of resources to support teaching in mathematics and exploit opportunities to allow children to solve simple problems, record numbers and develop an understanding of addition and subtraction.

An effective, simple and manageable assessment process which involves input from the parents has been established.

The language programme has been extended, the setting developed show and tell into their programme and introduced jolly phonics and staff have developed appropriate questioning techniques to develop children's thinking why and how things happen.

A maths area has been developed, use of computer Cd roms, mathematical language used on a regular basis, obtained tabletop games, development number lines.

An assessment process has been developed. FAT charts and individual observations have been introduced. Written report for parents when child leaves setting to commence primary school education. Partnership between parents and staff has been developed but could be developed further .

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in their personal, social and emotional progress. They are happy, confident and well behaved. Of particular note is the use of the smiley faces to develop children's self-esteem. Personal independence is encouraged, children wash their hands and are learning to take off shoes and socks when using the school hall. However at snack time opportunities for children to develop their independence skills are missed.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication language and literacy is very good. Staff encourage good communication skills at circle time and during play. Children are encouraged to mark make and write purposefully for example taking down orders from menu in restaurant, write and draw their findings in a homemade book. Various labelled displays around the classroom help children to understand the meaning of print. However there were lost opportunities to reinforce name recognition.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The programme for maths is very good. Children able to solve simple problems aware that the number ten is greater than the number four. Number lines are displayed inside and outside of the classroom. Children are being introduced to numbers in various ways, cost of food in the restaurant, referring to time on the clock, simple fractions, half and quarter. However opportunities were lost to develop mathematical thinking during snack time.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children are confident users of computers able to manoeuvre the mouse with great ease and understanding. Various festivals are covered as part of curriculum plans and children are being introduced to foods from different cultures through role play and by being able to sample foods. However there is limited resources promoting positive images in relation to people with disabilities and from other cultures.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in their physical development. The group have their own enclosed outdoor play area, plus use of the school's hall facilities. In the summer they have access to the school swimming pool. Children show confidence in using scissors taking off and putting on their socks and shoes. However opportunities were missed to develop hand eye co ordination further at snack time as drinks are poured out for the children.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children's creative development is very good. They explore colour and textures. Children recently made 'dough food', pasties, scones with jam and cream for their restaurant. Children are currently experiencing cooking made their own pizzas, with choice of toppings. Music opportunities are shown as regular part of the curriculum although not observed during inspection.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- increase resources to promote positive images with particular reference to people from different cultures and people with disabilities;
- develop snack time to provide further opportunities in learning through everyday activities, in order to develop children's independence and hand eye co ordination;
- develop the assessment and record system further, showing the targets achieved, next steps in children's learning and incorporate a system which enables parents to discuss their child's progress and achievements on a more formal basis.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*