

St Agnes Pre - School

Inspection report for early years provision

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Inspector

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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

St Agnes Pre-school is managed by a voluntary committee made up of parents of children attending the setting. It originally registered in 1967 and moved to the present building in St Agnes school grounds in the coastal town of St Agnes, Cornwall in 2010. The pre-school is open each weekday from 8.00am until 6.15pm during term times only. All children share access to a secure enclosed play area. The premises have level access.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children in the early years age range may attend the pre-school at any one time. There are currently 86 children in the early years age range on roll. The setting is in receipt of funding for the provision of early education to children aged three and four. Children generally come from the local area and surrounding villages and some also attend day nurseries, childminders and the early years unit of local primary schools. The pre-school also offers care to children aged over five years to 11 years. The setting supports children with special educational needs and/or disabilities, and has experience of caring for children who speak English as an additional language.

There are 11 members of staff, seven of whom have early years qualifications to NVQ Level 2, 3 or 4 and six are currently working towards an additional qualification. The setting receives support from Cornwall Council's Children, schools and families directorate and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

An exceptionally highly motivated team lead by a creative, well organised and enthusiastic manager, provide children in their community with a high quality care, learning and development experience. Children make excellent progress according to their starting points in a new purpose-built, safe, secure, and fully inclusive environment. Partnerships with parents, other providers and local schools are key strengths and assure children's needs are met fully as they take their next steps in life. Everyone involved in running the setting recognises the value of continuous quality improvement and how it impacts on children's achievement. As a result, the setting is extremely well placed to continue to improve.

What steps need to be taken to improve provision further?

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

- include all children's views in the self-evaluation process.

The effectiveness of leadership and management of the early years provision

The manager and her well-established team, supported by a committee of parents, have achieved their aspirations to provide high quality pre-school provision for all children in the purpose-built premises they worked very hard to establish. The new building is a realisation of a dream, that in reality, provides the community and all those involved with an excellent facility in which young children will thrive for years to come. The management team continually and effectively evaluate all aspects of how the setting works. They include the views of staff, parents and most children by developing action and training plans to bring about and drive improvement. The final stage of the building works involves completion of the outside play areas to include a sensory garden. The existing outside play area is already used exceptionally well to support active learning. Rigorous policies and procedures, including suitability checks on all adults who have contact with children and detailed risk assessments, underpin practice and action plans make sure welfare requirements are met well and children are safeguarded from harm at all times.

Induction meetings and settling in sessions make sure that right from the start parents are fully involved in their children's learning and development. Sharing information sheets, learning journeys and routine reports celebrate achievement and form the basis for discussion and targets for development. The efficient and dedicated manager and her team ensure the setting is inclusive and runs smoothly on a day-to-day basis. Each child has a key person dedicated to, and responsible for, coordinating important information from home, working with parents, other professionals and settings involved in the child's life as well as evaluating information from observations to influence planning for next steps. Worthwhile links are in place with local schools the children move on to, for example, 'learning together' sessions and visits where children meet the reception class teacher and older children, accompanied by their key worker and parents. This eases children's transition into school as competent and eager learners.

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

Children are busy, full of enthusiasm and excitement at the pre-school. They thoroughly enjoy learning in an attractive and stimulating environment. Children have excellent opportunities to move freely about the inside and outdoors and choose what to do from the wide range of interesting resources, equipment and activities they can explore in their own time. Staff's comprehensive knowledge of the Early Years Foundation Stage framework, how they use the guidance and apply their knowledge about learning through play helps them plan to meet the changing and diverse needs of young children.

Children behave exceptionally well for their age, negotiating as they set up and share equipment. Younger children learn from older more experienced children as they play and explore. One child's idea to make a pair of binoculars interests other children and stimulates discussion about how to join two cardboard tubes together

and make holes to thread string through and hang them on. Younger children watch and listen carefully then, following their own interests, adapt older children's ideas by decorating the tubes inside and out. Young children revel in sensory play such as spreading and mixing paint, squeezing and shaping dough and demonstrate adept use of tools such as scissors, brushes and markers suitable for their age.

Children know when to wash their hands and independently help themselves to drinking water to quench their thirst. Healthy options of vegetables and fruit, beautifully presented, at snack time and plenty of fresh air means children develop healthy habits. Outside children enjoy physical activity, riding on wheeled toys, climbing, building dens, chalking, aiming at a target and playing in sand and water. Staff use unplanned events, such as a leaking water canal as an opportunity to help children discover how things work and can be repaired. Children learn to keep themselves safe, as they know the rules of the setting, learn to handle sharp tools properly and with respect, and take part in routine emergency evacuations.

Children's confidence in communication and use of language is excellent according to their starting points and is planned for well. Meaningful and practical experiences promote children's development of early reading and writing skills. Older children routinely label their work and the inclusion of a literacy and numeracy area means that children know where to go to find the tools and resources they need to utilise their developing skills. Playful conversations between staff and children during activities lead children to compare size and shape, and use large numbers.

Outings to places of interest such as the local museum, hospital, post office, bakery, supermarket, and church, as well as visits from local services such as fire and ambulance, older school children and their teachers enhances children's learning experience. Invites to submit entries to Women's Institute shows means that, from an early age, children play an important role in village life and begin to learn respect for people in the wider community. The excellent rapport between staff and children and their obvious enjoyment in being in one another's company has a very positive impact on children's achievements. The quality of the workforce and the environment ensure children gain as much as they can from their pre-school experience and develop all the skills they need to take their next steps in life.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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