

# Manaccan Pre-School Playgroup

Inspection report for early years provision

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**Inspector** Ruth Thrasher

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**Type of setting** Childcare - Non-Domestic

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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

Manaccan Pre-school Playgroup is run by a voluntary committee. It opened in 1997 and operates from self-contained premises in the grounds of Manaccan Primary School in the village of Manaccan on the Lizard Peninsula in Cornwall. The pre-school is located next to the reception class and joins in some of the school activities. Children have access to a covered outdoor area and a large garden. It is open during the school term on Mondays, Wednesdays and Fridays from 9am to 12pm and 12pm to 3pm and children may attend all day. On Tuesdays it is open from 9am to 12pm. The pre-school is registered on the Early Years Register. It may care for no more than 18 children from 2 years to under 5 years at any one time in the early years age group. The pre-school must deliver all elements of the learning and development requirements unless exemption from those parts applied for is granted by the Qualifications and Curriculum Authority. There are currently 14 children aged from two to under five years on roll. The pre-school supports children who speak English as an additional language. There are three members of staff, two of whom hold early years qualifications at Level 3. The manager has a Level 4 qualification and is undertaking a Foundation Degree. The pre-school provides funded early education for three- and four-year-olds. It 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.

Children make excellent progress in a high quality pre-school where staff really understand how children learn through play. Highly effective partnerships with parents and carers, the school and other agencies, ensure that all children's individual needs are very well met and their safety ensured. Resources are extremely well organised and overall provide a rich environment that reflects children's interests and supports their understanding of the diversity of the world around them. Staff constantly reflect on their practice, introduce changes and monitor the impact on outcomes for children, which indicates a very high capacity to continue to improve the quality of the provision.

## What steps need to be taken to improve provision further?

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

- enhancing further the provision of positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

## **The effectiveness of leadership and management of the early years provision**

Staff have a comprehensive understanding of safeguarding and ensure children's safety is the utmost priority. All staff have completed training in safeguarding and the manager has completed advanced training. Robust procedures ensure that adults are suitable and remain suitable to care for children. Rigorous measures are in place to ensure the environment is safe, for example daily safety checks are completed, risk assessments and accident records are comprehensive and regularly reviewed. Staff use walkie-talkies so that they can communicate at all times. Safety gates and push-pad entry systems further enhance children's safety. Staff and management demonstrate a passion to continue to improve quality. Excellent self-evaluation and innovative methods of monitoring are used to reflect critically on strengths and areas for development. For example, tracking is used in great detail to observe how individual children use the environment. Children have an exceptionally strong voice in planning activities and making decisions about their pre-school. Parents and carers' views are regularly sought and changes introduced as a result, such as arrangements for snack-time. Resources are exceptionally well organised to support children's learning through play and enable them to initiate their own learning. Careful thought is given to how equipment is presented and changes are made to respond to children's interests. For example, one area was quickly changed into a jungle following a story that the children had enjoyed. There are some excellent quality resources that reflect diversity in society, including dual-language books to support children who speak English as an additional language. There is scope to develop this area further to enhance children's appreciation of the richness of their own and other cultures. Staff know the individual children and their families very well and plan very effectively to meet their individual needs, ensure all are fully included and any additional support obtained as required. They are very aware of children's different learning styles and make changes to ensure these are provided for. For example, they noticed that girls were reluctant to use the free-flow area as regularly as the boys, and tried different techniques to encourage them. This was solved by the provision of a cover over the decking area and now both boys and girls play in the fresh air whatever the weather. Parents and carers spoken to were highly complimentary about the quality of the pre-school and felt fully involved in their children's learning. Staff use a variety of methods to ensure effective two-way communication to support children's learning and explain to parents and carers how children learn through play. As a result, children's achievements from home make an important contribution to children's 'Learning Journeys'. There are very effective measures in place to exchange detailed information about children's profiles and next steps in their learning with other providers. Excellent partnerships with the school ensure that children have extended opportunities by being on a school site. They join in activities with the older children and have input from the school staff. These highly productive partnerships ensure outstanding support and continuity for children's learning and development in all areas.

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

Children show high levels of motivation and are totally absorbed in their play. Staff demonstrate an excellent understanding of how to support children to extend their learning. They provide appropriate resources, question effectively, and know when to stand back and when to engage in children's play. Children are encouraged to be independent in all areas. They pour their own drinks, wash their plates, choose activities and decide when to play outside. This promotes their self-esteem and develops their confidence. Children make excellent progress in all areas of learning due to the sensitive way that staff carry out observations and plan for the next steps in their learning. Staff complete spontaneous observations of all the children and key persons complete longer observations and use this information to review progress and ensure that children receive effective challenge. Careful monitoring ensures that any gaps in learning are identified for individual children and the group as a whole. This enables all children to make outstanding progress in relation to their starting points. Children's behaviour is excellent because they are very well occupied and staff are skilled at promoting positive behaviour. Children thoroughly enjoy the range of activities, which are very much based on their interests. They have lots of scope to use their imagination as they play at dragons in the garden. An interest in the 'Three Bears' story sparked a series of activities. Children used small tools to scoop porridge oats and developed their numeracy skills as they counted how many spoonfuls of oats it would take to fill a jug. They acted out the story in the garden using props. Staff provided them with honey for sandwiches and helped them use a knife to spread and cut it into triangles. Children learn about their local community through regular outings. A visit to a local Royal Navy air station prompted them to draw helicopters and fire engines. The 'people who help us' topic was suggested by the children following a visit from a teacher to share a story. Children show an exceptional understanding of healthy lifestyles. They insist that the three bears wash their paws before they eat. They grow fruit and vegetables in the polytunnel. They climb on the 'Jungle Gym' in the garden and join in 'Wake and Shake' sessions with the school. Staff support the children exceptionally well to challenge themselves and take risks whilst ensuring that they understand how to keep themselves safe. Visits from the police community support officer help children to learn about keeping safe. Children develop excellent skills for the future. They listen intently when staff read stories and develop their mark-making skills in a variety of ways, such as 'painting' the play house with water and filling in speech bubbles on drawings to suggest what the characters are saying. They count regularly in activities and match, sort and make patterns with coloured bricks. Children learn about technology as they design firework pictures on the computer and use a photocopier to copy their work.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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