

# Probus Community Primary School Childrens Centre

Probus Cp School, Ladock Road, Probus, TRURO, Cornwall, TR2 4LE

<b>Inspection date</b>	19/05/2014
Previous inspection date	28/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff provide an exceptionally welcoming environment and establish highly positive partnerships with parents and children. Therefore, children are very keen to attend the pre-school and staff are successful in promoting children's well-being.
- There is an extremely good range of high quality and innovative toys, resources and equipment. Children also benefit from free use of both the indoor and outdoor play areas. As a result, children can choose their preferred learning environment and engage in a broad and balanced range of very interesting and purposeful activities.
- The quality of teaching is exceptionally good. Staff interact skilfully to promote children's learning and development at all times. As a result, children make rapid progress towards the early learning goals.
- Assessment systems are robust, which help staff to successfully identify appropriate next steps for children's learning, which are linked to future planning.
- Partnerships with parents, other providers and early years agencies are highly effective and contribute to meeting children's individual needs.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector took account of feedback provided through discussion with parents.
- The inspector viewed the premises, toys and equipment.
- The inspector undertook a joint observation of an activity.
- The inspector observed interactions between staff and children.
- The inspector sampled documentation and children's records.

## Inspector

Jayne Pascoe

## Full report

### Information about the setting

Little Acorns Probus Pre-School is run by Probus School and opened in 2009. It operates from the Children's Centre building within the grounds of Probus Community Primary School, near Truro, in Cornwall. Children also have access to other areas of the school. An enclosed area is used for outdoor play activities. The pre-school is open each weekday from 9am until 3pm, during term time only. There are currently 63 children on roll in the early years age group. The pre-school receives funding for the provision of early education to children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities and those who learn English as an additional language. The pre-school is registered on the Early Years Register. There are 12 members of staff working directly with the children; of these two are qualified teachers, six hold level 3 qualifications and two hold level 2 qualifications.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- extend opportunities for children to take responsibility for everyday tasks further, for example by enabling them to prepare the snack and tidy away toys after use.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff have a very secure understanding of how children learn and develop. They know children well and obtain useful levels of information to help support their ongoing progress. Assessment records show that the key person uses effective systems, such as discussion with parents and completion of an 'all about me' form, to establish what children know, understand and can do on entry to the pre-school. The key person uses this information effectively to provide enjoyable and sufficiently challenging learning experiences. Staff respect children's uniqueness and ensure that those who prefer to learn in the outdoor area have excellent opportunities to do so. Children can play outdoors whatever the weather, as they wear appropriate clothing and footwear. They build and construct using realistic, lightweight bricks. Children demonstrate an excellent ability to cooperate and negotiate to achieve an agreed outcome. They carefully work together to block-up the window and doorway of the playhouse. This also shows their ability to count and solve problems. Children display excellent communications skills, as they share ideas, inform staff of what they want to do and agree on how to reach their goal. Children also benefit from fresh air and fun outdoors, as they play 'what time is it Mr Wolf?' with a member of staff. They follow instruction very well and scream with excitement as the wolf chases them all away. Such activities are highly successful in promoting children's personal, social and emotional development, extending their communication and language

skills and supporting their physical development. As a result, they make excellent progress towards the early learning goals.

The quality of teaching is exceptionally good. The pre-school staff are well qualified and experienced. They work very effectively with the school. This includes support from the reception teacher, who leads sessions for part of the week. There is an excellent balance of child-initiated and adult-led activities. Adult interactions in children's play are exceptionally skilled. For example, children are able to choose whether to participate in a 'letters and sounds' activity. Some younger children choose to play outdoors, but the vast majority of children prefer to participate. They sit patiently, listen attentively and concentrate exceptionally well. Children take turns to listen to the 'frog puppet' as it sounds out letters, to make a familiar word that is associated to a picture card. They take their time to consider the word that these sounds make and to find the matching picture. There is additional challenge in that some words sound similar to others and that numbers, actions and family structures are also included. Most children demonstrate an excellent ability to correctly match the word and picture and give it to the 'frog puppet', who rewards them with a kiss. If they are incorrect, the 'frog' spits the card out, which makes all the children laugh aloud.

Children also demonstrate excellent literacy skills as they spell their name with a paintbrush, in a tray of salt. Children's assessment records show evidence that they are very capable in their ability to write their name, draw recognisable self-portraits and label their work. They use signs, symbols and labelling to enhance their play and enable them to locate favourite toys and resources. Children also greatly enjoy storybooks for personal enjoyment and small group story time. Staff have high expectations of children and encourage them to persevere to complete their chosen task. Staff interact exceptionally well to support, encourage and make suggestions. For example, children using coloured laces to create a picture manage to get into a tangle. Staff do not step in to untangle the laces, but make suggestions for how this can be rectified. As a result, children relish the opportunity to solve this problem for themselves and successfully manage to do so. Children of differing ages and abilities receive appropriate levels of support. Their key person works closely with parents and any professional involved. This ensures that all children receive extremely good levels of support, high quality resources and plenty of encouragement. As a result, they make excellent progress towards the early learning goals, in relation to their individual starting point. Children are curious, highly inquisitive and very keen to learn. Parents are actively involved in children's learning and liaise exceptionally well with the key person to support children's learning at home. Staff understand the importance of promoting the prime areas of learning, in order to ensure that children acquire the key skills required for their future learning.

### **The contribution of the early years provision to the well-being of children**

Children enter the pre-school eagerly and separate very easily from their parent or carer. They quickly settle to play with favourite activities with their friends. Children form a secure attachment to their key person. They also know the daily routine well. Staff display photographs of children and their families on the classroom wall. They also continually

rotate photographs of children at play on the interactive white board. Staff are caring, attentive and sensitive to children's needs. Therefore, children feel safe, secure and have a very strong sense of belonging. Staff are very good role models, who set consistent and positive examples of expected behaviour to children. As a result, children are exceptionally well behaved, helpful, kind and considerate to others. Children benefit from excellent opportunities to celebrate their own cultures and beliefs, and those of others. For example, they have recently explored Helston Flora Day. Staff provide an inclusive environment in which every child matters. They treat all children as individuals and respect their uniqueness. Excellent partnership working helps to support children with special educational needs and/or disabilities and children learning English as an additional language.

The pre-school operates from a self-contained building on the school site. There are two large classrooms, toilet and kitchen facilities and a large outdoor play area. In addition, children have a garden area, with raised beds, a wooden bridge and mud kitchen. Children also have use of the school playing field and school facilities. The pre-school is welcoming, light, stimulating and exceptionally well resourced. Children have use of an extensive range of very well planned and purposeful activities. Further resources, tools and equipment are readily available to help extend these activities and provide additional challenge. Staff also interact spontaneously and very skilfully to enhance learning opportunities further. Excellent labeling of resources helps to promote children's independence. Staff teach children how to identify and manage their own personal care needs in relation to their age. Ongoing discussion about how to keep themselves safe from harm and manage everyday risk, successfully promotes children's well-being.

Children enjoy a healthy snack as they bring fruit from home to share with their friends. They greatly enjoy taking responsibility for everyday tasks, such as setting the table with a cloth, cups and plates. However, they do not always help to prepare the snack or tidy away toys after use. Therefore, there are some missed opportunities to enhance their increasing sense of responsibility further. Children sit in the school hall to enjoy school dinners or a packed lunch, along with staff and older schoolchildren. This ultimately helps familiarise children with the school building, school staff and school routines. Partnerships with other early years practitioners are also very positive and effective. This helps to support children who attend more than one provision.

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

Staff have a very good understanding of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. They also have a secure understanding of the local safeguarding procedures and are confident to follow these if required. The head, deputy head and reception class teacher demonstrate excellent skills in supporting the pre-school in achieving high standards of care and education. Recruitment and vetting procedures are robust. Ongoing supervision of staff and appraisal systems are very effective in monitoring staff suitability, performance and identifying appropriate areas for future professional development. A comprehensive written risk

assessment is in place and the staff also complete daily visual checks on the premises, toys and equipment. Children participate in regular emergency evacuation procedures and learn how to identify and manage everyday risk. Staff share a good range of written policies and procedures with parents to agree and maintain consistency in practice.

Children benefit from a very broad and balanced range of activities across all areas of learning. Staff make excellent use of the indoor and outdoor learning environment to support their all round development. They also successfully promote children's learning through highly skilful interactions. As a result, children make rapid progress towards the early learning goals. Assessment and planning is thorough, targeted and highly effective. Parents' contributions are valued, as they engage in daily discussion with the key person, complete 'Wow' statements on their child's achievements and share children's learning journeys on a regular basis. Parents provide exceptionally positive feedback regarding the provision. They feel fully involved and are keen to report that their children are eager to attend the pre-school, 'even when it is not their day to do so'. Partnerships with other early years practitioners and professionals contribute very well to meeting children's individual needs. Staff work exceptionally well together as a team. They demonstrate an excellent understanding of their role and responsibilities. Staff use their independent strengths and particular skills effectively to complement one another. As a result, they successfully meet children's care, learning and development needs. Highly effective systems are in place with which to monitor and evaluate practice and to identify areas in which to drive future improvement. Actions plans currently include the promotion of early phonics and ensuring that all staff take an active role in planning activities and for promoting children's school readiness.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY402869
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	844906
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Probus Community Primary School Governing Body
<b>Date of previous inspection</b>	28/06/2010
<b>Telephone number</b>	01726 882 647

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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