

Threemilestone Pre-School

The Cedar Building, Threemilestone School, Polstain Road, Threemilestone, TRURO, Cornwall, TR3 6DH

Inspection date	25/04/2014
Previous inspection date	04/06/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are independent, have good self-esteem, and are confident. This is because staff continuously praise and encourage them.
- The pre-school is welcoming, which leads to strong partnerships with families. Parents express confidence in the care and education their children receive. They are well informed and take an active role in promoting children's learning and development at home.
- Children engage in a wide variety of activities and are able to make their own choices because the resources are easily available to them.
- Partnerships with other early years practitioners and professionals are well-established. This contributes to meeting children's specific needs and supports them in their move to other settings.

It is not yet outstanding because

- There is a lack of consistency in the quality of teaching across the staff team. Therefore, children do not always receive appropriate levels of challenge during self-initiated play.
- Staff miss some opportunities to value and promote children's home language.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed the premises, toys and equipment.
- The inspector took account of the views of parents through discussion and recently completed questionnaires.
- The inspector observed interactions between staff and children.
- The inspector engaged in discussion with children, pre-school staff, school staff and the nominated person from the committee.

Inspector

Jayne Pascoe

Full report

Information about the setting

Threemilestone Pre-school is managed by a voluntary committee made up of parents of children attending the setting. It opened in 1976 and operates from The Cedar Building, within Threemilestone School. It is situated in the village of Threemilestone, close to the city of Truro, Cornwall. The pre-school is open each weekday from 8.30am until 11.30am and from 12.10pm until 3.10pm, during term time only. All children share access to an enclosed outdoor play area. There are currently 79 children from two to four years on roll. The pre-school receives funding for the provision of early education to children aged two, three and four years. Some children also attend other early years settings. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school employs 12 members of staff, most of whom have appropriate early years qualifications to at least a level 3. One member of staff has recently completed an early years degree and another is working towards the National Vocational Qualification at level 3.

What the setting needs to do to improve further

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

- extend children's learning further by developing consistency in the quality of adult interactions during child-initiated play, in order to challenge children appropriately and help them to achieve a specific outcome or goal
- enhance opportunities to value children's home language, for example by establishing key words to use and share with others in the setting.

Inspection judgements

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

Staff have a secure understanding of how children learn and develop. They work closely and effectively with parents to establish children's individual starting points. As a result, they provide a broad and balanced range of enjoyable learning experiences, based on children's interests, preferences and abilities. This ensures that staff successfully meet children's individual needs and promote learning across all areas. Children benefit from opportunities to choose whether to play indoors or outdoors. There is a wide range of interesting activities in both areas. Children remain actively engaged in worthwhile play at all times. The manager demonstrates particular skill in her ability to interact effortlessly and spontaneously to support children in their chosen play, in order to extend their learning further. She notes that children enjoy riding the bikes outside and comments on

how well they negotiate the corners, ride uphill and over bumpy ground. Children respond by explaining to her how they achieve this and showing off their skills by completing the circuit again. However, they add that they dislike the noise of the 'squeaking wheels'. The manager quickly engages them in investigating this problem, with the intention of resolving it. They listen attentively and decide that the noise is coming from the back wheels. She asks what they should do to stop the squeaking. Children consider this before they suggest putting 'something' on it. The manager suggests oil and fetches some cooking oil and a small paintbrush. Children carefully apply this to the wheel nuts. On testing the bike again, the squeaking continues. Undeterred, they start the process again and decide it is the front wheels instead. After repeating the process, they successfully resolve the problem and continue with their physical play. This activity demonstrates how children develop their physical skills as they ride the bikes and increase their social skills as they negotiate and cooperate with others. In addition, children extend their communication and language skills, as they engage in purposeful discussion to explore and agree solutions to problems. Although the manager is very competent in her ability to promote children's learning through spontaneous interactions, this practice is not fully effective across the staff team. Therefore, there are some missed opportunities to extend children's learning further through child-initiated play.

Assessment systems are robust and show that children make good progress, in relation to their starting point, towards the early learning goals. Regular monitoring and evaluation takes place, which helps each child's key person to identify appropriate areas for future development, which they share and agree with parents. Parents are fully involved in supporting children's learning, as staff suggest good ideas to actively promote children's learning at home. There is evidence that the pre-school staff are particularly skilled in their ability to support children with special educational needs and/or disabilities. In addition, they also support children learning English as an additional language. Staff demonstrate a good quality of teaching overall and have high expectations of all children. They provide appropriately challenging adult-led activities to help children reach their full potential. Children benefit from regular visitors to the pre-school, who are willing to share cultural differences and information about their role in the community. Today they enjoy a visit from the fire brigade. Staff use this opportunity to increase children's awareness and understanding of how to keep themselves safe in an emergency. Children listen attentively to the fire officers as they show them their protective clothing and breathing equipment, which the pre-school manager models. Children are confident to ask pertinent questions such as, 'do you put fires out?', and 'do you get cats out of trees?' Some children competently describe how to contact the emergency services by phoning 999 and explain how they find the noise of a smoke alarm scary. After trying out the water hose and exploring the fire engine, they return to the pre-school building. Some decide that they would like to become fire fighters when they grow-up. Such exciting, hands-on experiences help children to understand the world around them and the people in it. It gives them ideas for what they can achieve in the future and teaches them about how to keep themselves and others safe from harm. As a result, children develop the key skills required for their next steps in learning.

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

Children enter the pre-school enthusiastically, separate easily from their parent/carer and form a secure attachment to their key person. They self-register before selecting favourite activities to enjoy with their friends. Children's independent skills are promoted as they move freely to use toys, books, outdoor equipment and toilet facilities. They are welcomed warmly by a dedicated, approachable and caring staff team. This helps children to feel safe and secure and promotes their well-being, sense of self-worth and belonging. Adults are very positive role models, who set very good examples to children. They use appropriate methods of behaviour management to reinforce the high expectations they have of children. For example, staff explain to children why it is important to share and take turns. They supervise children closely and remind them why they must be kind and helpful to others. They understand that some children find this difficult, but persevere to teach children these important social skills. This sometimes involves working closely with parents to develop individual plans and strategies, which over time help prepare children well for future learning. As a result, all children are fully included and learn to successfully cooperate, negotiate and form positive relationships with others. These essential skills prepare them well for their move on to other settings and school. Planned activities to explore and celebrate their own abilities, cultures and beliefs and those of others help children to develop a positive respect of people's differences. This supports their understanding of the diverse range of people in the local community and wider world.

Staff are deployed well to support children in their play and to keep them safe from harm. During everyday activities, staff remind children how to identify and manage everyday risk, such as slips, trips and falls. The staff team demonstrate a range of skills that complement one another and lead to the successful inclusion of all children. Staff show a high level of concern for children's individual needs, which they identify, respect and meet promptly. The provision of additional training ensures that staff are able to support children with specific medical requirements very well. In addition, staff use sign language as an alternative form of communication, which ensures that children with a speech and language delay or who are learning English as an additional language are fully included. However, staff miss some opportunities to value and share children's home language with others. This is because they do not use basic key words in the children's home language at the pre-school setting. Children benefit from healthy and nutritious snacks and drinks in sufficient quantities for their individual needs. They understand the importance of maintaining their good health through following good hygiene procedures, enjoying plenty of fresh air and physical exercise and developing healthy eating habits.

The pre-school premises are welcoming, light, spacious and purpose-built. The space is organised well to support children's all-round development and emotional well-being. Children move freely from the indoors to the outdoors and enjoy comfortable areas for rest and play. The entrance foyer displays useful information for parents. Good links with the school staff lead to smooth transitions for children. They benefit from regular visits from the Early Years Foundation Stage Lead Practitioner from the school. In addition, they visit her in the classroom to enjoy school activities. Positive relationships are also in place with other early years agencies and practitioners, which successfully promotes shared care and learning for children who also attend another setting.

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

Staff have a good understanding of the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. Adults also have a secure understanding of the local safeguarding procedures and are very confident to follow these if required. The school staff support them very effectively. In addition, key members of the pre-school committee are actively involved in the day-to-day operation of the pre-school. Procedures for the recruitment, induction, vetting and ongoing supervision of staff are robust. Staff monitor visitors to the setting closely at all times. Staff are deployed effectively, which ensures that children's safety is promoted at all times. A good written risk assessment is in place and staff also complete daily visual checks on the premises, toys and equipment. Children participate in regular emergency evacuation procedures to develop their confidence and familiarity. They also learn how to identify and manage everyday risk through ongoing discussion with adults, as they handle tools and move from the indoors to outdoors. Sufficient numbers of staff hold a valid paediatric first aid certificate, which means they are able to treat minor injuries if required. Staff share and agree a good range of written policies and procedures with parents, which helps to maintain consistency in their practice. The pre-school has made good progress since the last inspection. They regularly monitor their practice through use of effective systems for self-evaluation, which includes parental feedback from questionnaires and children's views. This helps them to successfully identify appropriate areas for future development. This currently includes further improvements to the outdoor play area and increasing the ability of staff to take on additional roles and responsibilities.

Staff plan good opportunities for children to make progress. Self-initiated play is enjoyable and covers all areas of learning. Children complete appropriately challenging puzzles, which promotes their numeracy skills as they problem-solve, sort and match. They develop their literacy skills as they share books, identify toys and resources stored in labelled drawers and recognise their written name. Role-play and collage enable them to express themselves imaginatively and creatively. Children show an interest in the world around them. They are very competent in their use of computer equipment and associated educational programmes. In addition, they benefit from purposeful adult-led activities, for example when exploring how sugar cubes absorb coloured water. This broad range of learning experiences promotes children's curiosity and encourages critical thinking. Staff monitor children's learning and development regularly and effectively. They actively involve parents in supporting children's learning at home. In addition, positive working relationships with other professionals contribute to meeting children's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	103078
Local authority	Cornwall
Inspection number	965949
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	79
Name of provider	Threemilestone Pre-School Committee
Date of previous inspection	04/06/2009
Telephone number	01872 275349

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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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