

# Sir Robert Geffery's Pre-School

Sir Robert Gefferys C of E V A Primary School, School Road, Landrake, Saltash, Cornwall, PL12 5EA

<b>Inspection date</b>	26/11/2014
Previous inspection date	29/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Staff blend learning into children's favourite activities and as a result, they make good progress.
- Staff listen to children views when they devise new plans. Consequently, children are eager to take part in activities.
- Staff provide a good range of activities which cover all areas of learning, especially mathematics.
- The outdoors area is varied and provides interesting spaces for children to play and explore.
- Staff are good role models. They are caring and respectful towards children and staff.

### It is not yet outstanding because

- Staff do not fully share progress information with parents which would help them to promote learning at home.
- Staff do not encourage children to wash their hands thoroughly after handling animals.

## 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 observed children engaged in organised and freely-selected activities.
- The inspector toured areas of the nursery and school used by the nursery staff and children, both indoors and outside.
- The inspector sampled documentation relevant to children's learning and development.
- The inspector listened to the views of parents and children through discussion.
- The inspector held a meeting with the manager of the nursery.

## Inspector

Tristine Hardwick

## Full report

### Information about the setting

Sir Robert Geffery's pre-school registered in 1992 and is based at Sir Robert Geffery's Primary School, in the village of Landrake, Cornwall. It comprises of a pre-school and a wraparound provision. A voluntary committee made up of parents and teachers manage the setting. The pre-school has a small and secure outdoor garden area and shares other outdoor facilities with the school. The pre-school opens weekdays during term time from 9am to 3.15pm. The wraparound provision uses the same accommodation as the pre-school and provides a breakfast club from 8am until 9am and an after school club from 3.15pm to 5.30pm. There are currently 71 children on roll, of which 35 are in the early years age range. The pre-school offers the provision of free early education to children aged two, three and four years of age. Staff support children with special education needs and/or disabilities. There are seven members of staff. Of these, five hold appropriate early years qualifications to level 3 and one is currently working towards the same level of qualification. The manager has Early Years Professional status. The pre-school is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

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

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

- strengthen arrangements for sharing information with parents regarding the progress their children are making, and involve them more fully in promoting children's learning at home and in the setting
- give greater support to help children to understand the importance of washing their hands after handling animals.

### Inspection judgements

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

Staff work with parents to establish children's interests and abilities before they attend. This helps them to provide activities that motivate children to learn. Staff make observations of children's ongoing progress and record the information in learning journals. Parents have free access to these journals which helps to keep them informed of their child's progress. However, staff do not always share the on-going assessments they make with parents. This does not enable parents to contribute to learning opportunities in the pre-school or complement activities at home. Staff seek children's views when planning activities for the following week. This helps children to learn to listen as they discuss various options and work together to choose equipment. As a result, children are

eager and keen to take part. Staff subtly blend learning goals into the weekly plans. This means that all children make good progress and develop positive attitudes to learning.

Staff provide a thorough range of activities which cover all areas of learning. For example, some children choose to play with activities which extend their imagination by pretending they are working in shops. They use toy cash registers and telephones, learning about the role of technology. Staff provide the opportunity to extend the activity further by making writing equipment available. This helps children develop their own interests for using pens and paper to practise early writing skills. Other children prefer to engage with small world play. They use sand and their favourite cars to make patterns, or pretend they are soldiers as they march around the activity. Staff adapt organised activities to engage younger children. For example, they provide sensory experiences using flour and glitter to create a snow and ice scene. They encourage children to use ice cubes and explore how they react as they melt and mix with the flour. Mathematics features strongly throughout teaching. For example, staff encourage children to count cups as they prepare to eat snack. Other children use mathematical displays in their own activities, running their fingers over numbers as they say the numeral. Staff teach mathematical concepts, such as long and short, as children use cubes to measure lengths. This will help children to progress well when they move to school.

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

Staff build good relationships with children. They work with parents to gather information about each child, such as their likes and dislikes. This helps staff to ensure that children's favourite objects or toys are available to help them settle them well. Staff are assigned individual children with whom they establish a strong relationship. This means children develop feelings of security and confidence, and begin learning. These key persons are also contact points for parents and provide daily information about their child's wellbeing. Staff further support children's confidence because of the established routines in the nursery. Children are familiar with changes in the daily schedule and are keen to help tidy away equipment because they understand they will go outside afterwards, for example. Staff display children's art work and photographs on the wall. This helps to promote children's self-esteem and establish a sense of belonging. These positive feelings help children to develop a positive attitude to learning and the confidence to settle well when they eventually move onto school. Staff are positive role models because they respectfully interact with each other and children. This sets a good example for children, who, play and socialise well with one another. Staff help children to develop their communication and language skills. During all activities staff talk to children and use differently words to help extend children's language and thinking processes. For example, during snack time staff ask children to name different words that begin with the same letter as their name, or sing a variety of songs during circle time.

Staff help children to develop a sense of a healthy lifestyle. Children access fresh air daily. They run around and ride on bikes in the playground, or visit animals in the farm. Before eating staff ensure children wash their hands to control the spread of germs. However, staff do not always remind children to wash them after touching and handling farm

animals. Children eat a good variety of healthy snacks in a caf style snack system. Staff encourage independence. Children take turns and help themselves to food, such as bananas and grapes and pour drinks for themselves. Staff share nutritional information leaflets with parents. This helps them to provide healthy and nutritious lunches for their children.

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

The manager has a thorough knowledge of the Early Years Foundation Stage and understands her responsibilities very well. She has developed good methods to help her outline strengths and areas of improvement in the setting. She seeks the views of staff during this process, to ensure they all have an opportunity to contribute. Since the last inspection, the manager has made positive improvements and addressed previous recommendations well. For example, staff offer information to parents about healthy and nutritious options for their children's packed lunches.

The manager understands how to recruit new staff safely. New staff receive an induction to become familiar with the practices and procedures used by staff. All staff receive ongoing support and meet regularly with the manager. They receive annual appraisals, where among other things, the manager ensures their continued suitability to work with children. All staff members attend child protection training. They are able to identify signs and symptoms which may indicate a child is at risk. A robust policy details appropriate telephone numbers for specialist services, which staff can easily refer to should they have cause for concern. There is a variety of written policies and procedures, which the manager and committee review and update annually or when required. They are shared with parents to provide information about how staff deal with certain issues, including a mobile phone policy and complaints procedure.

The manager monitors children's progress well. Each week she meets with key members of staff to discuss children's individual development needs. From here they devise focussed plans for the following week. As a result, all children progress well. When appropriate, staff seek guidance from outside specialist services. This helps to support children with additional needs, such as speech and language. Staff complete the progress check for two-year-old children and share this information with parents. However, staff do not always share other on-going summaries of children's progress. Nevertheless, parents report that staff provide regular information about their child's progress and they feel comfortable to discuss information at any time.

Staff prepare children well for their move onto school. After using the outdoor facilities of the adjoining school, such as playground, staff and children walk back through the school. This familiarises children with the environment and will help them to feel secure when they attend. Reception class teachers from other schools visit children to introduce themselves and get to know children before they leave. This helps them to feel comfortable and settle quickly when they attend.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	102820
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	839203
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	35
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Sir Robert Geffery's Pre-School Committee
<b>Date of previous inspection</b>	29/01/2009
<b>Telephone number</b>	01752 851343

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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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