

The Crypt Pre School

Inspection report for early years provision

Unique reference number 102806
Inspection date 23/11/2010
Inspector Jayne Pascoe

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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

The Crypt Pre-School is a well established provision. It is situated in the town of Falmouth, in Cornwall. The pre-school operates from the playroom in St Mary's Church and serves the local area. Children have access to an enclosed outdoor play area. The group opens five weekdays during school term times. Sessions are from 9am until 12noon from Monday to Friday, and from 12.30pm until 3pm from Monday to Thursday.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the pre-school at any one time. There are currently 39 children in the early years age group on roll, some of whom also attend other local early years settings. The pre-school supports children with special educational needs and/or disabilities and children who learn English as an additional language.

The pre-school employs eight part-time staff to work with the children. All staff have early years qualifications to level 2 or 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage. They are committed to the principles which underpin this framework and have developed and implemented effective procedures to ensure that children's unique needs are identified, respected and met well, overall. The pre-school obtains and shares exceptionally good levels of information with parents through a variety of appropriate methods and liaise very effectively with other early years settings that children attend. The pre-school actively seeks and welcomes support and advice from the local authority in order to support the children attending and to keep up-to-date. As a result of their proactive attitude, and use of reflective practice, the pre-school is well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- make more regular and effective use of the outdoor learning environment , in order to better meet the needs of children who learn better when outside
- improve systems to promote the good health of children, with particular regard to nappy changing facilities.

The effectiveness of leadership and management of the early years provision

The pre-school staff team work extremely well together and are successful in promoting most aspects of children's welfare, learning and development. All are suitably qualified and experienced. There is evidence that the committee and parents are fully supportive and contribute a variety of skills to enhance the provision for children. A student who regularly assists at the pre-school contributes well and is keen to learn. Robust systems are in place to check the suitability of staff and committee members. The pre-school has effective written risk assessments, which are used to maintain children's safety and security indoors, outdoors and on outings. These are regularly reviewed and updated; however, an unsecured internal door is used by visitors to access the setting during the session. Children are closely supervised at all times by vigilant staff who are deployed well throughout the setting. They understand the importance of protecting children from unvetted persons. The outdoor play area is fully enclosed and the external entrance doors are secure. Staff demonstrate confidence in their ability to identify, record and report any child protection concerns, in line with the Local Safeguarding Board procedures. Children are developing a good awareness of maintaining their own safety; for example, they practise regular emergency evacuation procedures with adults, in order to develop their confidence and familiarity with this procedure.

Staff organise the pre-school, and its resources, very well to provide interesting indoor and outdoor environments that support children's learning and development well. Comfortable areas offer a variety of play activities and cosy corners encourage small groups of children to share books, engage in discussion and enjoy sensory play. Children are confident in initiating ideas for play and engage in adult-led activities willingly. Staff plan well to provide a broad range of learning, based upon children's preferences, interests and abilities. Children learn about their own cultures and beliefs, and those of others. There are exceptionally positive partnerships with parents, who are keen to be actively involved in the pre-school. For example, parents provide containers outside, which children use to grow fruit and vegetables, and enhance the visual appearance of the play room. Parents express their satisfaction at the high standards of provision and the dedication of staff. The pre-school has extremely effective links with other early years providers, in order to provide continuity of care and on-going learning experiences for those children attending other settings. Positive working relationships with the local schools help childmind make a smooth transition into school life. Written policies and procedures, contracts and consents are used to agree and maintain good practice. These are currently being reviewed and updated. Regular newsletters, an attractive and informative notice board and daily verbal information sharing enhance the practice further. As a result of the extremely positive partnerships with parents, the pre-school is successful in their ability to be fully inclusive in their practice.

Staff have effective systems for the assessment of children's progress, which include written observations, photographs and examples of children's work. These are shared regularly with parents, in order to celebrate children's achievements

and to identify appropriate next steps for their learning and development, which are linked to future planning. Children's ideas and suggestions are welcomed and used too, so planning reflects children's particular interests. Children enjoy an extremely wide range of enjoyable indoor activities and have time during the session in which they can play outdoors to release energy and benefit from fresh air and exercise. However, the outdoor learning environment is not fully utilised at all times of the year, which hampers progress for those who learn better outside. Staff regularly reflect upon their practice and have identified appropriate areas for driving further improvement.

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

Children are keen to enter the setting and are happy, settled and content. They have strong and trusting relationships with adults, and friendships with other children. They display a good sense of belonging, as they are warmly welcomed into the setting, knowing the routines. Children enjoy free access to an extensive range of interesting and enjoyable toys, resources and activities; however, access to outdoors is limited to a session towards the end of the morning. Nevertheless, for much of the year children are able to use the outdoor play area regardless of the weather, as they wear protective clothing and understand the importance of keeping dry and warm. Children who choose to stay and play indoors are able to do so, as adults respect their individual preference. As a result of being encouraged to make decisions and consider their options, children are developing their sense of self worth and uniqueness. They benefit from a range of healthy and nutritious snacks and drinks and are beginning to understand the positive impact that following good health and hygiene practices has on their growth and development. Children are always escorted to the toilets by a member of staff, as they are not situated within the main playroom. Toilet facilities are clean and hygienic; however, the nappy changing mat is in a very poor condition, as the outer plastic cover is badly ripped exposing the inner foam cushion.

Children are developing their awareness of sustainability, as they recycle used packaging to make junk models. During the spring and summer months children have grow fruit and vegetables, using collected rainwater for watering. Children enjoy regular trips to local places of interest such as Trebah Gardens; they benefit from welcoming visitors to the setting. As a result, they are developing their understanding of their local environment and of the diverse range of people in their local community. They become aware of the wider world through using suitable resources, visual aids and carefully planned activities. Children are very skilful and extremely competent in their use of information technology, programmable and interactive toys. They communicate confidently with others through discussion, body language, signing and scribing. Children who learn English as an additional language express themselves freely and share their home language with others. Children enjoy story time and are keen to join in and predict what will happen next. They develop their numeracy skills as they sort and match items by size, shape and colour and successfully problem solve when completing jigsaw puzzles and use large construction toys. They share, negotiate and

cooperate very well, maintaining harmonious play. Children follow the good examples set by staff and are well mannered, polite, kind and helpful.

Children are creative and imaginative in their art work and role play. They enjoy decorating their individual Christmas trees with a range of interesting materials such as glitter, foam shapes and tissue paper. Children greatly enjoy exploring a range of natural materials stored in the recently acquired treasure baskets, discovering the different textures, smells and sounds they make. They measure, weigh and compare varying amounts of dried pasta, water and sand in a range of different sized containers. Children are inquisitive, curious and keen to learn. Their achievements are valued and celebrated and their art work is prominently displayed on walls and ceilings for all to admire. Overall there is evidence that children are enjoying their time at pre-school and are making good levels of progress in their learning and development.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

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