

Par Moor Preschool and Nursery

Par Moor Preschool and Nursery, The Training Centre, Par, PL24 2SQ

Inspection date	28/05/2014
Previous inspection date	Not Applicable

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

- Staff at the setting provide a calm and caring atmosphere, in which they engage and maintain children's attention and help them learn how to concentrate.
- Effective systems are used to track children's progress and plan enjoyable activities that effectively support their learning.
- Staff conscientiously reinforce good hygiene practices and awareness of healthy eating and fire safety.
- There are good arrangements in place to secure smooth transitions for children moving on to school.

It is not yet outstanding because

- Staff miss opportunities at mealtimes to develop and reinforce children's learning.
- The system to encourage parental contributions to their children's assessments and planning is not fully developed for all children.

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 invited the manager to carry out a joint observation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector observed activities in the playrooms and the outdoor play areas.
- The inspector held discussions with the provider and staff, and sampled documentation regarding planning and children's progress.
- The inspector checked documents relating to the suitability and qualifications of staff.

Inspector

Lynne Bowden

Full report

Information about the setting

Par Moor Preschool And Nursery Ltd registered in 2013. It operates from the Training Centre, in Par Moor, Cornwall. Children are based in the main hall area, with access to various other rooms within the building. They have access to an outdoor area. In addition to the Early Years Register, the setting is registered on the compulsory and voluntary parts of the Childcare Register. It is open every day from 7.30am until 6.00pm for 51 weeks of the year, closing for a week over the Christmas period and all bank holidays. The setting supports children with special educational needs and/or disabilities, and children who speak English as an additional language. There are currently 46 children on roll who are in the early years age range. This includes three- and four-year-old children receiving funded nursery education. There are six staff who work with the children, including the owners. Of these, one has achieved Early Years Professional Status, three hold level three childcare qualifications and two are working toward this qualification. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- review the organisation of meal times, in order to enhance opportunities for supporting children in developing and reinforcing their learning in meaningful ways
- develop existing systems to further encourage and include parental contributions to their children's assessments and planning.

Inspection judgements

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

The educational programme is good. Staff use introductory sessions to observe children and seek information from parents. They use this information effectively to establish children's starting points. Key persons use a development framework to assess each child's level of development and identify appropriate, individual next steps. They use this information to provide and plan worthwhile activities and experiences, which interest children and so support and encourage their further development. Children's achievements are recorded in their learning journals, which also include regular summaries of their progress. These records enable staff to produce written progress reports for two- to three-year-olds. The setting's good use of the Every Child a Talker programme enables staff to identify, monitor and track the progress of children's speech and language development. Progress records of individual children and groups of children show that children make good progress in all areas of learning. They enable staff to identify any areas where

children need additional support and take steps to address these. When appropriate, they seek support and work with other agencies, such as the speech and language therapy service, to identify causes and take steps to address them.

Staff share information with parents through daily diaries, learning journals, discussions and in meetings, where they share progress summaries including those for two- and three-year-olds. Parents share information about their children's achievements at home, in both written notes and casual discussion. As the staff do not always record these comments, the value that they give to these contributions to assessment and planning is not always evident.

Enthusiastic staff engage and involve children in fun activities. When they adapt and act out a popular story, young children thoroughly enjoy following the directions and actions of the adult. This activity encourages children to watch and listen carefully. They also develop coordination as they copy a variety of movements. The fun but repetitive nature of the story encourages children's enjoyment of stories, preparing them for future reading activities. Older children develop their coordination as they handle and add ingredients together to make play dough. Staff encourage children to talk about the quantities and changing textures. This helps children begin to develop and understand mathematical and descriptive vocabulary, in addition to their understanding of the world.

Staff encourage children's growing independence, as they learn to dress themselves for outdoor play. However, at meal times, staff do not ask children to count or calculate how many cups, plates or pieces of cutlery are needed. They do not involve children in preparing food and the adults pour drinks out for the children. This means that staff miss some opportunities to encourage children to use and reinforce their learning and skills in meaningful situations.

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

The staff get to know their key children well, and develop strong and caring relationships with them. The time that they spend settling children in helps children feel secure, and parents feel confident about leaving their children there. When possible, children keep the same key person as they move up through the setting. This ensures that their care is by people who know them well and reinforces children's sense of security. The staff teach children that they need to wash their hands before meals to get rid of germs; they ensure that all children have clean hands before they eat. As staff prepare fruit for children's snack, they talk to them about the benefits of different foods, such as fruit containing vitamins to keep them healthy. Balanced meals are prepared on site and children are offered a healthy choice of milk or water to drink. The setting is also participating in a regional nutrition programme. Staff follow babies' sleep routines, so children quickly fall asleep. Records show that staff make regular checks on them, to make sure that they are safe.

The introduction of some sign language and picture labels supports children in their communication and promotes inclusion. The setting prepares well for new children

attending, including those who are learning to speak English as an additional language. The management seeks information and support from appropriate agencies, and from parents to prepare suitable dual language labelling. Staff present positive role models as they work cooperatively together and speak quietly. They praise children for their personal achievements and positive behaviour, such as sharing and showing consideration to their friends. This reinforces good behaviour and boosts children's sense of self-esteem.

Children become familiar with and understand the fire evacuation procedures through explanations from staff and their participation in regular drills. This understanding enables children to explain fire drills to their parents when they occur in other circumstances. In addition to annual risk assessments, staff carry out daily safety checks of the premises and resources to ensure that they are safe. Management notes and monitors all accidents and their causes. This enables them to quickly identify any area, resources or activity of high risk and take steps to address them.

When a child also attends another provision, staff work with the parents to share appropriate information about their child, through discussion and daily diaries. Children move on to several different schools from this setting. When these are confirmed, the setting contacts the schools, inviting teachers to visit the setting and meet the children and their key persons. The staff also encourage children who will be attending the same school to strengthen their friendship groups. This supports children's transitions. These links, along with children developing skills in all areas of learning, especially social skills and communication, help prepare children for their future.

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

Staff at the setting meet the safeguarding and welfare requirements well. All staff and students have had checks carried out regarding their suitability to work with children. Staff have a good understanding and awareness of safeguarding procedures. The building is secure and staff carry out daily checks on all areas that children use, so that they stay safe. Appropriate records of medicines administered, accidents and first aid treatment are kept, and this information is shared with parents. A good range of written policies and procedures is shared with parents and staff to support practice throughout the setting. There are sufficient staff available with current first aid qualifications. The management team makes good arrangements for staff to update their safeguarding and first aid training.

Effective partnerships with other agencies ensure that staff meet children's needs well. They invite parents into the setting, and discuss and share information about their children's progress and development. Parents praise the support that key persons provide and the relationships that they develop with their children. These reassure parents about their children settling into the provision.

The staff have a good understanding of their responsibilities in meeting the learning and development requirements. They monitor children's progress towards all the early learning

goals, linking their observations to guidance documentation. Key persons identify next steps for individual children and activities to promote these. Staff discuss and evaluate the effectiveness of their educational programme at staff meetings. They are aware of and value each other's strengths, sharing expertise and learning from each other. Supervision and appraisal systems enable the management team to support staff in their professional development, and to identify and address any difficulties or concerns. Following training, staff share their learning with their colleagues and parents. They use their growing knowledge to adapt and improve their practice. This demonstrates their commitment to, and capacity for, continuous improvement.

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	EY473141
Local authority	Cornwall
Inspection number	949380
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	53
Number of children on roll	46
Name of provider	Par Moor Preschool And Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01726814055

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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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