



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY239307

DfES Number: 545271

### INSPECTION DETAILS

Inspection Date 24/02/2005  
Inspector Name Karen Elizabeth Screen

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Tregadillett Pre-School  
Setting Address Community Centre  
Tregadillett  
Launceston  
Cornwall  
PL15 7EU

### REGISTERED PROVIDER DETAILS

Name The Committee of Tregadillett Pre-School 1029678

### ORGANISATION DETAILS

Name Tregadillett Pre-School  
Address Community Centre  
Tregadillett  
Launceston  
Cornwall  
PL15 7EU

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Tregadillett Pre-school opened in 1972. It operates from the community centre in the village of Tregadillett near Launceston in Cornwall. The provision serves the local area and outlying villages such as Altarnun and Egloskerry.

The pre-school is open Tuesday, Wednesday, Thursday and Friday between 09.15 and 11.45. Children attend for a variety of sessions. There are currently 28 children on roll. Funding is received for 13, 3-year-olds and 4, 4-year-olds. The facilities include an entrance hall, two activity rooms, toilets, kitchen and enclosed outdoor play area.

The pre-school have charitable status and are members of the Pre-School Learning Alliance. They are managed by committee and employ four members of staff who are supported by parent volunteers. The manager holds a Diploma in Pre-School Practice, the deputy and one assistant hold a National Vocational Qualification in Childcare at Level 2 and a further member of staff is undertaking early years training. There is always a member of staff present trained in first aid and child protection. Staff work with the Early Years and Childcare Service Foundation Stage Consultants.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Tregadillett Pre-School provides good-quality education overall, which enables children to make generally good progress towards the early learning goals. The quality of teaching is generally good. Staff have built very good relationships with children and manage their behaviour well. Staff knowledge and understanding of the stepping stones towards the early learning goals is satisfactory, but the balance between opportunities for children to initiate and plan activities, is weighted in favour of an adult-planned programme. Staff make amendments to short-term planning, but do not systematically plan how activities can be adapted to suit all ages, abilities and learning styles. They produce good observations, but these are not used effectively to inform assessments and planning. Therefore they are not necessarily pitching activities and learning opportunities at the right level to enable all children to participate and to challenge older or more able children.

Leadership and management is generally good. A strong team spirit and effective links with the committee, help to ensure the smooth running of the setting. Staff and committee are clear about their roles and responsibilities; achieved through good job descriptions and annual appraisals. Although the setting review the quality of their practice and provision and take steps to address identified weaknesses, they are less successful in identifying the main areas for improvement.

Partnership with parents is generally good. Parents speak positively about the friendly and approachable staff, effective settling in procedures and good relationships are enjoyed between children, staff and parents. However staff do not make full use of parents knowledge of their children and provide little information explaining the purpose of activities and how they help children to learn. This limits the opportunities for parents to share their knowledge and expertise with staff and to support their children's learning at home.

### What is being done well?

- Relationships with children are very good. Staff provide excellent role models and have reasonable and realistic expectations of children's behaviour. They set and maintain clear, consistent and realistic limits, using positive behaviour strategies. Children are beginning to understand the need for self-discipline and consideration for others.
- Staff act upon their own training needs, encouraged and supported by the committee.
- Children form excellent relationships with adults and other children and are sensitive toward others, for example hugging another child who is crying.
- Parents value the settling in procedures which are tailored to meet the individual needs of the children and their parents.

**What needs to be improved?**

- the organisation of the environment and resources, to enable children to extend activities for themselves and to develop their own ideas
- opportunities for children to develop self-help skills through a variety of daily routines
- communication with parents, paying particular attention to using a variety of ways to share information about children's learning and progress.

**What has improved since the last inspection?**

Not applicable because this is the first nursery education inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's confidence and self-esteem are built by staff who are sensitive to their needs. They learn to be cooperative and work well together. Children are confident, well behaved and show high levels of concentration, such as persisting with a difficult jigsaw. They show increasing independence in carrying out activities, but some opportunities for developing children's independence further, such as encouraging children to initiate their own plans, are not sufficiently fostered.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing well. They take turns, negotiate and organise their play. Staff use a variety of effective methods to support children's developing language and ability to communicate, such as prompting children's thinking through involvement in their play. Children are beginning to recognise some familiar words such as their own names; but opportunities are missed to provide materials and purposes for children to initiate the use of writing in their play.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Some children say and use numbers up to five. Staff model and encourage the use of mathematical language and discussion. Opportunities for more able children to extend their understanding of addition and subtraction through practical activities are few, for example finding out how many plates are needed for snack time. The potential to develop children's awareness of weight and capacity is not fully exploited through the use of sand and water.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are supported well to develop their knowledge and understanding of how computers work, through explicit teaching and imitation of others. They benefit from good opportunities to learn about past and present such as revisiting "homemade" books recording photographs of the children. Staff plan the environment well to enable children to independently select and use appropriate materials for building and construction, but this is not carried through to the organisation of most resources.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Staff create good opportunities for children to learn about the effects of activity on their bodies. Children show an awareness of space, themselves and others and move with control and coordination, such as avoiding others when riding trikes. Staff are on hand to model and support the use of resources and equipment. For example, children competently use a range of small and large equipment and receive good support to learn new techniques such as threading laces through card to make pictures.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children engage well in imaginative play based on their own experiences, such as preparing a meal and reading a bedtime story. They enjoy combining different media and materials, but there are weaknesses in the range and types of media with which children can explore and express their creativity. In addition, the organisation of craft materials does not encourage children to extend adult- or child-led activities.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- improve the organisation of the environment and resources, to enable children to extend activities for themselves and to develop their own ideas
- ensure children are able to develop self-help skills through a variety of daily routines
- improve communication with parents, paying particular attention to using a variety of ways to share information about children's learning and progress.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*