

Grampound Road Pre School



Sir Robert Harvey Memorial Hall, Grampound Road, Truro, Cornwall, TR2 4EE

Inspection date

Previous inspection date

26 January 2015

10 November 2010

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Requires improvement | 3 |
| The contribution of the early years provision to the well-being of children | | Requires improvement | 3 |
| The effectiveness of the leadership and management of the early years provision | | Requires improvement | 3 |
| The setting does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff teaching skills vary which means there are inconsistencies in the quality of their interactions and the challenges they provide to children's learning.
- Staff miss opportunities to promote children's mathematical development in their play and through the daily routines.
- Staff do not always support all children well to use their home language during their play, and use this to increase the opportunities for every child to value and respect difference and diversity.
- Arrangements for the supervision of staff to provide effective support and coaching are not robust enough.
- Initial assessment of children's development does not fully cover each area of learning to provide a precise starting point in children's learning.

It has the following strengths

- Children enjoy being in the pre-school and have warm relationships with staff, helping them to feel secure.
- Children cooperate with their friends during their play because they learn to share and behave well.
- Staff provide parents with appropriate information about their children's learning. Parents are positive about the pre-school provision.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve staff teaching and interactions with children to provide challenging experiences that meet children's individual learning needs
- increase children's mathematical development so they count and learn about different concepts in their play and daily routines
- support all children to use their home language in their play, and use this to increase the opportunities for every child to value and respect difference and diversity
- establish effective staff supervision and professional development opportunities to enhance staff skills and the quality of teaching.

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

- extend the information gained from parents when children first attend, to provide a more thorough assessment of children's current stage of development.

Inspection activities

- The inspector held discussions with the manager, staff, committee members and parents.
- The inspector observed children in their indoor and outdoor play activities.
- The inspector viewed a sample of children's development records.
- The inspector undertook a joint observation with the manager.
- The inspector checked safety and staff suitability documents.

Inspector

Julie Wright

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children benefit from a reasonable variety of play activities that promote interest and help them learn. They explore the room and make independent choices from the resources available. For example, children show interest in the electronic toys and computer, which they use with competence. They like to paint, play with sand and use the role-play area. Staff interact with children satisfactorily, although not all are skilful in extending children's learning. For example, they do not teach children mathematical concepts and problem solving skills during their sand play. Questions are sometimes too broad, or interaction by staff too limited to provide effective challenges for all children. This means that staff do not always promote every area of learning well during activities. Staff observation and assessment processes show that children make expected levels of progression to support them when they move onto school. However, the initial assessment of children's starting points is not thorough.

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

Staff supervise children well to keep them safe. They are conscientious and promptly remove hazards, such as spillages on the floor. Suitable exclusion periods help to prevent the risk of illness and infection among the children. Staff provide healthy snacks and are aware of children's individual dietary requirements. Children practise independence skills at snack times, such as when spreading toppings on their toast. However, staff miss opportunities to teach children about numbers, shapes and fractions when they cut their food. Staff demonstrate some awareness of children's backgrounds. However, they do not always actively seek key words in children's home language for them to use in their play. This also reduces learning opportunities for all children to learn about difference and diversity. Children benefit from physical play activities in the hall and the garden.

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

There are appropriate systems for staff and committee to undergo suitability checks to meet the statutory requirements. There is suitable induction for new staff and students that covers the pre-school's policies and procedures. Staff are aware of their responsibilities and procedures to safeguard children's welfare. Systems for staff supervision and professional development are not fully effective to meet children's learning needs well. Some staff attend training, which has a positive impact, for example, staff have increased resources to support children's communication and language development. There are suitable action plans, along with support from the local authority development service to help the pre-school make ongoing improvements. Staff are currently improving the outdoor play facilities and activities for children.

Setting details

| | |
|------------------------------------|-------------------------------------|
| Unique reference number | 102909 |
| Local authority | Cornwall |
| Inspection number | 839217 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 20 |
| Number of children on roll | 17 |
| Name of provider | Grampound Road Pre School Committee |
| Date of previous inspection | 10 November 2010 |
| Telephone number | 01726 884373 |

Grampound Road Pre-School opened in 1970. It operates from the village hall in Grampound Road near St Austell, Cornwall. There are steps to the front entrance of the premises. Children have use of an enclosed outdoor play area. The pre-school is open Monday to Friday from 9am to 12pm, during school term times only. The pre-school is registered on the Early Years Register. There are currently 17 children on roll. The pre-school receives early education funding to provide free places for children aged two, three and four years. The pre-school employs three members of staff to work with the children, all of whom have appropriate early years qualifications at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

