

Inspection date	23 February 2015
Previous inspection date	8 December 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children grow in confidence and independence. They develop a sense of security due to the positive support from staff that promotes their sense of belonging, self-esteem and interest in learning.
- Staff encourage parents to promote their children's learning at home by sharing details about children's learning needs and next steps.
- Staff make good use of spontaneous learning opportunities to extend children's curiosity, learning and interest about how things happen and why.
- Staff promote children's communication and language skills well, resulting in children making strong progress in this area of learning. They use visual aids and sign language to help children communicate and express themselves.
- Strong partnerships with other agencies and providers enable them to work together to meet children's needs and provide complementary learning experiences.

It is not yet outstanding because:

- Staff do not always extend and challenge children's mathematical learning and understanding during their play.
- Staff do not make better use of mealtimes to extend children's learning.

What the setting needs to do to improve further

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

- increase children's mathematical learning to count, calculate and use mathematical language in their play
- provide more opportunities for children to learn new skills at mealtimes.

Inspection activities

- The inspector took account of the views of parents and carers spoken to on the day of the inspection and those included in the setting's parent survey.
- The inspector observed activities in the playrooms and the outdoor play areas.
- The inspector checked documents relating to the suitability and qualifications of staff.
- The inspector sampled documentation regarding planning and children's progress.
- The inspector held discussions with the manager and staff

Inspector

Lynne Bowden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff quickly establish children's starting points in partnership with parents. They regularly review and summarise children's progress. This helps them plan for future progress across all areas of learning. Staff do not extend children's learning during mealtimes so they learn new skills. For example, at snack time, staff do not encourage children to use knives to spread cheese on their crackers or to pour their own drinks. Staff take full advantage of spontaneous learning opportunities after a heavy hailstorm. Once passed, staff return outside with the children and encourage them to collect the hailstones. They consider and explore what happens to them in the warmth of the playroom. This extends children's problem solving and thinking skills as they learn about cause and effect, nature and notice change. Staff miss opportunities to extend children's counting skills and introduce them to simple calculation in their play. Management track children's progress to ensure they make good progress. Effective assessment and planning results in children enjoying a broad educational programme that helps them to make good progress in their learning. Staff support children in their transition to reception class through their close links with local schools, especially the host school. They ensure children develop key skills to equip them well for their future learning. When babies attend, staff follow their familiar care routines and promote learning through sensorial exploration so they investigate and become curious learners.

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

The premises are welcoming and children benefit from easy access to the secure outdoor play spaces, where they explore and enjoy energetic play. Children learn about healthy lifestyles. They grow fruit and vegetables with staff and benefit from eating freshly cooked nutritious meals. Staff promote children's harmonious relationships and swiftly respond to disputes between them to help them behave well. Children learn to respect and value different lifestyles, languages, abilities and cultures through resources, such as books, dolls and small world toys, which reflect our diverse society.

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

The management team encourage staff development and training well. This has resulted in changes to children's routines so they begin the day with fit and fun sessions, and a more focused use of resources. This helps children to concentrate and learn through their play. Staff take effective safety measures to keep children safe. They have a good understanding of child protection procedures to safeguard children. Self-evaluation seeks the views of parents to help identify areas to address. Following feedback from parents, improved communication means they are better informed about what their children learn.

Setting details

Unique reference number	148968
Local authority	Cornwall
Inspection number	841855
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	108
Name of provider	Heamoor Pre-School Playgroup Committee
Date of previous inspection	8 December 2010
Telephone number	01736 363390

Willows Educare registered in 1998. The committee-run group operates from the Willows Educare building in the grounds of Heamoor County Primary School, a rural village on the outskirts of Penzance, in Cornwall. The setting is open from 8am until 6pm for 51 weeks of the year. They receive education funding for two-, three- and four-year-old children. There are 19 staff employed to work with the children. All have early years qualifications to at least level 3.

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