

# The Garden Christian Pre-School

Western Terrace, Falmouth, Cornwall, TR11 4QJ



## Inspection date

12 March 2015

Previous inspection date

20 January 2011

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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children develop good communication and language skills which staff extend further by introducing different languages and signing that the children learn enthusiastically.
- Staff identify children's next steps and share their assessment records regularly with parents to support home learning. This helps children make good progress.
- Staff promote children's early reading skills particularly well through skilful interactions during snack time.
- Staff promote children's healthy lifestyles well. Children develop their physical skills in the well-resourced outdoor play area and the Healthy Early Years initiative has helped improve children's diets.
- Staff support children with special educational needs and/or disabilities very well in partnership with parents and other professionals.
- Staff attend regular early years training events which helps them to safeguard children, promote their good health and drive continuous improvement in practice.
- There are robust recruitment, vetting and induction procedures. Systems to monitor staff performance and supervision help to establish ongoing suitability of staff and areas for their future professional development.

### It is not yet outstanding because:

- Staff do not always extend children's skills during some adult-led activities, for example, while using small-group board games.
- Staff do not always role-model play using resources and children's interests to extend learning further during child-initiated play.

## **What the setting needs to do to improve further**

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

- increase the links between focused adult-led activities and children's individual needs, so that they consistently offer more challenges
- role-model play during child-led activities to extend children's use of resources and learning further.

## **Inspection activities**

- The inspector viewed the premises, toys and equipment.
- The inspector engaged in discussion with children, parents and staff.
- The inspector sampled documentation and children's records.
- The inspector observed interactions between staff and children.
- The inspector and manager engaged in a joint observation of an activity.

## **Inspector**

Jayne Pascoe

## Inspection findings

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

Staff know children well and understand how they learn and develop. As a result, they provide a broad and balanced range of enjoyable learning experiences. Staff interact well to help children make good progress. For example, children enjoy completing a variety of challenging jigsaw puzzles, where staff talk to them about positioning the pieces under, above, behind and to the side. Children confidently count during everyday activities. They thread large and small beads using different patterns of colours, sizes and shapes. On occasion, staff do not always extend children's learning further during some adult-led activities and child-initiated play, so they consistently take account of children's next steps. Children learn to share, take turns and cooperate. In addition, they are encouraged to take responsibility for managing their own personal care needs. These effective practices help children develop the essential key skills for their next steps in learning.

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

Children form a secure attachment to their key person. This successfully promotes children's well-being as it helps them to feel safe and secure. Staff set positive examples to children, which in turn promote good standards of behaviour. Children learn to respect people's differences through discussion, use of a good range of resources and adult-led activities. Staff teach children how to identify and manage everyday risk as they move carefully indoors and out, and handle tools and equipment safely. The premises are welcoming and well organised. Children's independence develops rapidly, as they select favourite toys from labelled storage units and freely access the toilet facilities. Effective partnerships with other early years providers support children in their move between settings and into school.

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

Staff promote children's welfare, learning and development effectively. They have a secure understanding of the local safeguarding procedures and are confident to follow these if required. Staff assess risk regularly and effectively to identify and minimise potential hazards. Children practise regular fire drills and visit the fire station to raise their awareness of fire safety. Since the last inspection, staff have increased safety in the outdoor play area. In addition, they provide sufficiently challenging role-play experiences, such as a vets and cafe, and offer enjoyable sensory play experiences. Staff, committee members, parents and children are involved in the regular evaluation of the provision. This results in an action plan to drive continuous improvement to pre-school practice. Parents provide very positive feedback on the quality of provision. Staff work successfully with parents, other practitioners and early years agencies, which in turn contributes to meeting children's needs.

## Setting details

<b>Unique reference number</b>	102879
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	839212
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	39
<b>Name of provider</b>	The Garden Pre-School Committee
<b>Date of previous inspection</b>	20 January 2011
<b>Telephone number</b>	01326 315249

The Garden Christian Pre-School is a committee run group that opened in 1998. It operates from two rooms that adjoin the Baptist church hall, in Falmouth, Cornwall. The pre-school is open on Tuesday and Friday from 9am until 12pm and on Monday, Wednesday and Thursday from 9am until 3pm, during term times only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs seven members of staff, of these two have a teaching and learning degree and four hold early years qualifications to level 3.

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