

Wendron Pre-School

Trewennack Methodist Chappel Hall, Trewennack, Helston, Cornwall, TR13 0PL



Inspection date

27 April 2015

Previous inspection date

5 July 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

- Staff are skilful in their use of effective teaching methods to promote children's learning and development. They work effectively with parents and professionals to ensure children make good progress in relation to their starting point and to meet children's individual needs.
- Children express themselves very well as they engage in ongoing, purposeful discussion with adults and their friends. They share interesting news from home, such as the imminent arrival of new siblings. In addition, children use signing as an alternative form of communication.
- Since the last inspection, staff have improved the systems for assessment. As a result, they now monitor children's progress very effectively and identify appropriate next steps, which they share with parents to support home learning.
- Children are socially skilled and ready for their move to school. They share, take turns and are well mannered. They listen attentively and are respectful to others.
- Staff follow robust safeguarding procedures, which help them to assess and reduce potential risks to children. They teach children how to keep themselves safe when handling small tools such as scissors. Children also visit the fire station and participate in regular fire drills to raise their awareness of fire safety procedures.
- Children follow good health and hygiene procedures. They enjoy outdoor play each day to promote their physical skills.

It is not yet outstanding because:

- Staff do not always make full use of daily routine activities to promote children's understanding of the world and to increase their sense of responsibility.

What the setting needs to do to improve further

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

- extend use of daily routine activities to promote children's understanding of changes in the weather and seasons, and to increase their sense of responsibility.

Inspection activities

- The inspector viewed the premises, toys and equipment. She also sampled documentation and children's records.
- The inspector took into account feedback from parents through discussion and questionnaires.
- The inspector engaged in discussion with children, staff and the chairperson.
- The manager was offered the opportunity to carry out a joint observation of an activity but chose not to participate.
- The inspector observed interactions between staff and children.

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 provide challenging learning experiences. Children engage in a broad range of activities that truly interest them. Staff ask questions, provide additional resources and encourage children's efforts. For example, children choose to complete a clock puzzle and staff offer them a real clock so that they can compare the sequence of numbers, to help them achieve their goal. Many children are from farming families and are keen to engage in role play with the toy farmyard and in the pretend farmhouse. They act out familiar scenarios, which help them to settle and increase their self-awareness. Children routinely identify the day of the week, but staff do not always use everyday activities fully to help them explore changes in the weather and seasons. In addition, although children tidy away toys after use, they are not encouraged to increase their independence further by preparing and serving snacks. Children develop good number skills as they count how many children are present each day, and work out how many of these are boys and girls.

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

Children form a secure attachment to their key person and other staff. This helps them to feel safe and increases their sense of well-being. Staff promote children's good health well, as they learn to manage their personal care needs and benefit from healthy and nutritious food and drink. The staff team works hard to provide a welcoming and well-organised provision for the range of children attending. Although children are escorted to the toilets, which are positioned away from the main playroom, the effective organisation of resources helps children to develop independence in choosing favourite toys and equipment. Positive links with other early years providers help to maintain continuity in children's care and learning, and lead to a smooth transition into school.

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

The manager's good understanding of the requirements of the Early Years Foundation Stage helps staff to promote children's welfare and learning successfully. Staff demonstrate a secure understanding of the local safeguarding procedures and are confident to follow these if they have concerns about a child. The committee follows effective procedures to review the ongoing suitability of staff, monitor their performance and identify training needs. As a result, all staff have recently updated their paediatric first aid training. In addition, they have completed initial profile and visual aid training, which helps them to establish children's individual starting points and encourage children to follow instructions. Staff effectively monitor and evaluate the pre-school provision, in order to help them identify areas for future development. This currently includes pursuing their plans to enhance opportunities for outdoor learning further.

Setting details

Unique reference number	102793
Local authority	Cornwall
Inspection number	839197
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	19
Name of provider	Wendron Pre-School Committee
Date of previous inspection	5 July 2010
Telephone number	07890 292623 or 01326 562684

Wendron Pre-School is a committee-run group. It opened in 1991 and operates from Trewennack Church Hall, in Helston, Cornwall. The pre-school is open each weekday from 9.15am until 12.15pm during term times only. It provides funded nursery education for children aged two, three and four years. There are currently 19 children in the early years age group on roll. The pre-school employs five members of staff. Of these, four hold early years qualifications to level 3 and one member of staff is qualified to level 2.

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