

# Padstow Pre-School

School Grounds, Grenville Road, Padstow, Cornwall, PL28 8EX



## Inspection date

27 April 2015

Previous inspection date

11 March 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- There is a consistent team of staff and committee members, which promotes effective practice. They manage the pre-school with efficiency and families think highly of the provision.
- Staff work in partnership with parents and relevant agencies to provide good support to children. This enables staff to meet children's individual care and development needs effectively.
- Staff create stimulating play areas with interesting resources and activities to promote children's development. Children play with a clear purpose and have fun, so they develop positive attitudes. They enjoy learning about their heritage and traditions.
- Staff promote children's interest in books well, which supports literacy skills. Children develop good concentration and show enthusiasm for stories.
- Effective observation, assessment and planning procedures enable staff to monitor children's progress closely. Staff know the children well and set clear targets for each child to encourage good progress.
- Staff manage behaviour with positive strategies, enabling children to negotiate and resolve situations.

### It is not yet outstanding because:

- Displays of activities are too high to be accessible to children and labels do not reflect children's writing.
- Staff do not always extend opportunities to promote children's mathematical language and understanding.

## What the setting needs to do to improve further

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

- include examples of children's writing and enable children to easily see displays of their creativity and photographs, to help them recall activities and reinforce learning
- increase opportunities for children to use mathematical language and do more calculation in play.

### Inspection activities

- The inspector observed children and staff during their indoor and outdoor activities.
- The inspector held discussions with staff, parents and committee members.
- The inspector undertook a joint observation with the manager.
- The inspector sampled children's development records and checked required documentation.
- The inspector took account of the self-evaluation process and feedback from parents.

**Inspector**  
Julie Wright

## Inspection findings

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

Children explore with interest and play imaginatively with their friends. For example, they create a pebble trail to lead the way to their treasure island. Others follow a hidden path using torches 'to look for a monster'. Staff successfully attract children's attention to promote learning. For instance, children thoroughly enjoy the camping role-play area and the reading tent. Real caterpillars in a jar make a fascinating visual aid for children at story-time. Staff enable children to investigate independently and provide support at appropriate times to extend interest. However, they sometimes miss opportunities to help children to work things out mathematically and use appropriate language. Word and picture labels contribute to children's developing literacy skills, although children's writing is not widely reflected. Staff divide children into suitable groups to ensure appropriate challenges to learning. The pre-school has good links with the primary school and other providers, which promote continuity of care for children.

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

There is an effective key person system, so children feel secure and form warm relationships. Children play happily with their friends for sustained periods. For example, they queue up and take turns to jump along the stepping stones, laughing with delight. They proudly point to the bird feeders that they have made to hang in the trees, which shows good self-esteem. They relish physical play and particularly enjoy learning outside. Staff promote children's health and independence skills well. Arrangements for children to visit their new school support their confidence as they prepare to move. Staff display photographs of teachers to help remind and reassure children, although these are not readily accessible.

### **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 reflect on their effectiveness and regularly review the educational programme. Staff incorporate children's interests and significant local events in their planning. Previous inspection recommendations are complete, with improvements to security and assessment procedures. Robust self-evaluation and staff supervision and training lead to continuous development. Staff share their learning from courses to help improve practice. For example, using pictures to show toilet routines has proved particularly successful with boys. In response to parents' views, staff have extended the information available on children's activities. Staff demonstrate a positive approach and commitment to their provision of childcare.

## Setting details

<b>Unique reference number</b>	102837
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	835664
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Padstow Pre-School Committee
<b>Date of previous inspection</b>	11 March 2010
<b>Telephone number</b>	01841 533244

Padstow Pre-School established over 40 years ago and last registered in 1991. It is managed by a voluntary committee and operates from purpose-built premises at Padstow Primary School. The pre-school is open each weekday during term times, from 8.30am until 3.30pm, except Tuesday and Thursday when it is open from 8.30am until 12pm. There are seven staff employed to work with the children, all of whom hold appropriate early years qualifications. The manager holds a degree level qualification. The pre-school receives early education funding to provide free places for children aged two, three and four years.

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