

Constantine Pre-School

Constantine Primary School, Trebarvah Road, Constantine, Falmouth, Cornwall,
TR11 5AG



Inspection date	12 May 2015
Previous inspection date	1 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 work very effectively with parents, early years practitioners and agencies, which contributes positively to meeting children's individual needs.
- Children benefit from a welcoming, stimulating, well-resourced environment, which fosters their curiosity, inquisitiveness and eagerness to learn.
- Staff complete regular and relevant training, such as sign language and sounds and letters training. This helps to promote children's communication and language skills.
- Staff support children well to keep safe and healthy. Children increase their physical skills as they climb on the pretend pirate ship in the outdoor area. They grow lettuce and radishes and follow a healthy eating programme. Children use small tools, such as scissors, and explain to others that they must handle them carefully as they are sharp.
- Staff recruitment, induction and supervision procedures are robust with suitability checks in place for all staff and committee members. Effective procedures assess the ongoing suitability of staff and monitor their performance.
- Staff make very effective use of signs, symbols, letters, numbers and visual aids to support learning and promote a positive awareness of difference and diversity.
- Precise monitoring of children's progress helps staff to identify any gaps in children's learning and implement effective measures to reduce these.

It is not yet outstanding because:

- Staff do not always organise larger group activities effectively to fully meet all children's individual needs.
- Staff miss some opportunities to increase children's independence skills.

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 independence skills further by encouraging them to take more responsibility for their personal care needs and everyday tasks
- review larger group activities to make sure children can listen and share ideas at their own pace and older children can role model for others.

Inspection activities

- The inspector viewed the premises, toys and equipment.
- The inspector engaged in discussion with children, parents, staff, the headteacher and a committee member.
- The inspector observed interactions between staff and children.
- The inspector sampled documentation and children's records.
- The inspector and manager undertook 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 have a secure understanding of how children learn and develop. They know children well, so provide a broad and balanced range of learning experiences to interest and engage them. Children are actively involved in the planning process, so they enjoy self-initiated activities, such as making a role play area based on a favourite storybook character. Staff establish children's individual starting points, identify appropriate next steps and monitor their progress effectively. Parents are actively involved in this process, which supports shared learning. Assessment records show that children make good progress during their time at the pre-school. Staff use effective teaching methods to promote learning. For example, they help children to make magic potions by adding flour and jelly granules to the water tray. Children explore the soft flour and gritty granules and observe the change in colour and consistency of the water. Children share and cooperate well to achieve their goal. They develop the essential skills for future 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. They receive good levels of support from attentive and caring staff, who meet their needs well. Children follow the positive example set by staff and are helpful, kind and well mannered. They tidy away equipment after use and select favourite toys from the labelled storage boxes. However, staff miss some opportunities to promote children's sense of responsibility and independence further, by encouraging them to prepare snack and manage their own personal care needs. The environment is organised well, but staff do not always group children appropriately. This is because when older and younger children are together at discussion time, some younger children become restless and lose interest. In addition, when separated at snack time, older children cannot role model for younger children. Positive links with other providers help children in their move between settings and on to school.

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

Staff have a good understanding of the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. They have recently completed safeguarding training and are confident to follow the local safeguarding procedures if they have concerns about a child. Children practise regular fire drills and learn how to identify and manage everyday risk, such as trips and falls. Since the last inspection, the pre-school has improved sensory experiences outdoors and children grow plants and vegetables. They also play with a range of natural materials. Staff evaluate their practice effectively to identify appropriate areas for future improvement, such as extending children's early reading and writing skills and increasing opportunities for shared home learning further.

Setting details

Unique reference number	EY288659
Local authority	Cornwall
Inspection number	826917
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	27
Name of provider	Constantine Pre-School Committee
Date of previous inspection	1 June 2009
Telephone number	01326 341444

Constantine Pre-School is a committee run group. It registered in 2004 and operates from its own building in the grounds of Constantine C. P. School, in the village of Constantine, in Cornwall. The pre-school is open from 9am until 3pm, Tuesday to Thursday, and from 9am to 12 noon on a Friday, during term time only. The provision is in receipt of funding for children aged two, three and four years. The pre-school employs five staff. Of these, three are qualified to degree level, one is currently working towards level 3 and one member of staff holds a qualification at level 2.

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