

Launceston Pre School

3 St. Thomas Hill, Launceston, Cornwall, PL15 8BL



Inspection date

Previous inspection date

18 May 2015

25 November 2009

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 enjoy a range of activities, which are interesting and challenging. This helps them to make progress across all areas of learning.
- Staff form strong relationships with parents. Their partnership approach supports children's emotional well-being and, as a result, children feel secure.
- Staff attend training courses which are relevant to children's needs. For example, behaviour management training has helped staff devise alternative methods to promote positive behaviour. As a result, all children behave well and listen to staff.
- Staff offer children regular exercise and nutritional snacks, which develops children's understanding of healthy living.
- Children develop strong mathematical skills. With support from staff, children complete simple sums by learning to calculate addition and subtraction. This prepares children well for more complex problem solving at school.

It is not yet outstanding because:

- Larger group times do not fully engage all children. As a result, some children lose interest and do not benefit from the opportunities provided.

What the setting needs to do to improve further

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

- develop group activities so that all children maintain focus and benefit from the opportunities provided.

Inspection activities

- The inspector observed children playing independently and with staff during organised activities.
- The inspector sought the views of parents and staff through discussions held on the day of the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager to discuss the procedures she uses to manage the setting and staff, and to monitor children's development.
- The inspector sampled a range of documents, including children's development records, policies and procedures, including the safeguarding procedure.

Inspector

Tristine Hardwick

Inspection findings

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

Staff gather relevant information from parents about children before they attend. This helps them to provide activities that relate to children's interests. For example, children play with their favourite character toys and make up stories. Staff closely observe children and use the information to plan opportunities that support their progress. For example, children who move on to school, competently write their name. Children listen to stories and discuss the outcomes with staff. This enhances their language skills to become confident communicators. Additionally, staff teach children to use sign language. This aids pre-talking children to develop confidence to communicate. An online reporting system enables staff to share children's progress with parents frequently. Parents report that this system is easy to understand, and helps them to support their children at home.

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

Staff are warm and respectful towards children. As a result, children copy. Staff encourage children to take turns during games, for example. This develops children's social skills and prepares them well for school. However, some group activities do not successfully engage all children because they wait too long for their turn. Staff provide a good balance between organised and child-initiated activities. Children are familiar with the routine and keenly help to tidy away for group time. Children enjoy a large space to play, both indoors and outdoors. They exercise their muscles as they learn to ride trikes or balance their bodies on small assault courses. Staff encourage children to become independent. They teach children to think about the weather outside, and to dress appropriately to protect themselves. Staff teach children to look after their health, for example, washing their hands before eating and after toileting.

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

The manager understands her responsibilities and meets requirements. Since the last inspection, she has made improvements to the methods staff use to record children's progress. This enables her to initiate specialist support if necessary. Staff benefit from regular supervision where, among others things, their continued suitability to work with children is checked. Staff are familiar with signs that may indicate children's welfare is at risk from harm. They are familiar with the correct procedures, and follow them in these situations. The contact details for reporting their concerns are easily located, meaning that parents, as well as staff, can access the information. The manager seeks the views of staff and children in order to set targets for improvement. This means that actions and development points are relevant and consider everyone's views.

Setting details

Unique reference number	102822
Local authority	Cornwall
Inspection number	839204
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	44
Name of provider	Launceston Pre-School Committee
Date of previous inspection	25 November 2009
Telephone number	01566 777529

Launceston Pre-School registered in 1992. It is located in Launceston, Cornwall. The pre-school opens Monday to Friday, from 8.45am 3.45pm, term time only. Staff offer government funded places for two-, three- and four-year-old children. Staff support children who learn English as an additional language and children with special educational needs and/or disabilities. There are eight members of staff, of whom four have relevant qualifications at level 3, including the manager. One member of staff is qualified to level 2 and three are unqualified.

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