

Foundry Under Fives Pre School

Harbour View, Hayle, Cornwall, TR27 4LB



Inspection date

16 June 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 meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- The nurturing environment with high adult-to-child ratios means that children develop a strong bond and relationship with their key person. This leads to children being happy, confident and secure at the setting.
- The setting liaises well with other providers and agencies to provide continuity of care and learning, and to meet the needs of any children needing additional support.
- All staff are aware of children's next steps and ably extend children's learning through their skilful questioning and interventions. They plan and provide targeted experiences and activities to promote children's learning and development so that each child makes good progress across all areas.
- Children's health benefits from them having easy access to the outdoors, energetic play and nutritious snacks.
- Children learn how to keep themselves safe in sunny weather because staff diligently remind them of the need to quench their thirst and wear sun hats and sunscreen.
- Children benefit from outings where they learn about their community.
- The well-qualified staff team works well together. They share their knowledge, reflect on and evaluate the effectiveness of their practice, demonstrating their commitment to drive continuous improvement. ?

It is not yet outstanding because:

- The setting does not provide resources to enable children to develop their upper body strength and to challenge older children's physical skills.
- Staff do not build on the existing opportunities for parents to extend their children's progress at home, for example, by providing resources and activities for them to use.

What the setting needs to do to improve further

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

- increase opportunities for children to develop their upper body strength
- encourage more targeted parental involvement in their children's learning at home.

Inspection activities

- The inspector took account of the views of parents and carers spoken to on the day of the inspection and those included in the setting's own parent survey.
- The inspector carried out a joint observation alongside the manager.
- The inspector observed activities in the playroom and the outdoor play area.
- The inspector held discussions with staff and a representative from the committee.
- The inspector sampled documents relating to the suitability and qualifications of staff and regarding planning and children's progress.

Inspector

Lynne Bowden

Inspection findings

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

Staff quickly establish children's starting points and their next developmental steps using information from parents and their own observations. With this information, they promote children's continuous good progress in all areas of learning by providing activities that interest the children. Staff work closely with other providers and agencies. They share details about children's progress and follow advice from other professionals to support children's development. Staff encourage children to practise skills in practical ways, such as pouring their own drinks and spreading butter on their crackers. They introduce mathematical ideas to children by discussing how to share sliced fruit at snack time. Staff's skilful questioning encourages conversations. These activities develop children's communication, their physical skills and awareness of mathematics in daily life. Staff encourage children's imaginative play well, resulting in children excitedly packing their bags and boarding the boat to set sail on their holidays. Children develop their balance and ball skills as they enjoy using outdoor equipment. They learn how to negotiate, take turns and share because staff show them how to ask for things, remind children of the importance of sharing and praise them for showing consideration to their friends. These activities promote children's communication, confidence, social and independence skills, which equip them well for their future learning.

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

Children quickly settle in due to the warm relationships staff build with their key children and the organisation of sessions to meet the differing needs of younger and older children. Children learn about diversity through using resources that reflect the range of differences in society. Staff encourage all children to use sign language, which supports their communication skills and promotes inclusion. Staff promote good health and hygiene practices and teach children how to keep themselves safe, including how to behave in the event of a fire.

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

Staff have a sound understanding of the pre-school's comprehensive safeguarding policies and procedures and their responsibilities to safeguard children. Effective monitoring of planning and children's progress results in children receiving good-quality learning opportunities. Supervision and appraisal systems support the manager well in monitoring staff practice and their professional development. Effective self-evaluation identifies areas for improvement and means they have successfully addressed recommendations from the previous inspection. Staff enthusiastically update their knowledge through training to improve children's learning experiences.

Setting details

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| Unique reference number | 102808 |
| Local authority | Cornwall |
| Inspection number | 839200 |
| 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 | 31 |
| Name of provider | Foundry Under Fives Pre-School Committee |
| Date of previous inspection | 20 January 2011 |
| Telephone number | 01736 755511 |

Foundry Under Fives Pre-School is a committee run group, which registered in 1994. They operate in Hayle, Cornwall. The pre-school is open during term time on Mondays, Tuesdays, Thursdays and Fridays between 8.30am and 11.30am and from 12.30pm until 3pm. On Wednesdays the pre-school opens from 12.00pm until 3pm. Children aged two, three and four years receive funding for nursery education. The pre-school employs five permanent childcare staff and two bank staff. All staff have early years qualifications. One has an early years degree, another has a level 4 qualification and the remaining five have level 3 qualifications.

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