

Gorran Pre-School

Gorran School, Gorran, St. Austell, Cornwall, PL26 6LH



Inspection date

13 July 2015

Previous inspection date

1 May 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider does not have a good enough understanding of all the requirements of the Early Years Foundation stage. This means they have not followed the correct procedures to allow Ofsted to complete all necessary checks on new committee members.
- Parents provide consent for staff to administer medication to children. However, the pre-school procedures are not robust enough to protect children's well-being because staff do not ensure parents clearly mark medicines with their child's name. This is also breach to the Childcare Register requirements.
- The committee does not provide frequent professional support for the manager.
- Staff miss opportunities to continue children's learning during mealtimes.

It has the following strengths

- The quality of teaching is good both indoors and outdoors. As a result, children are eager to explore and fully engaged.
- Staff support children's communication skills very well. Consequently, children are very talkative, especially in their imaginative play.
- Staff teach children mathematics through everyday activities about numbers, shapes and sizes.
- Staff have good links with the school and are regular visitors. This helps children become familiar with the surroundings and adults, as they get ready to move on.
- Staff support children's personal, social and emotional development well to effectively promote children's independence.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- follow the correct procedures for Ofsted to complete all necessary suitability checks on committee members
- improve administration of medication procedures, with particular regard to ensuring medicines are clearly labelled with the name of the child it is intended for, to protect children's well-being
- improve supervision for the manager, to foster a culture of mutual support and teamwork, to promote continuous improvement to the pre-school's effectiveness.

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

- make better use of mealtimes to continue children's learning across the different areas of their development.

To meet the requirements of the Childcare Register the provider must:

- take all necessary measures to minimise any risks to the health of the children with regards to medication procedures (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health of the children with regards to medication procedures (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities and the quality of teaching, indoors and outdoors.
- The inspector held discussions with the manager, staff and committee.
- The inspector spoke to parents and considered their views.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed a range of documents including children's and staff's records, some policies and medication records.

Inspector

Sara Frost

Inspection findings

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

Staff plan interesting activities to promote children's learning and development, which meet their interests and develop their curiosity. For example, they enjoy pouring water through drainpipes and exploring with flour and water in the mud kitchen. Children enjoy re-enacting favourite stories outdoors and staff use effective questioning to extend their communication skills. Staff encourage children to develop their ideas. For example, children construct a house out of bricks and mud cement to making dens, and use pegs and large pieces of material. Older children concentrate well and are eager to learn, which helps prepare them for school. Staff do not extend the good learning opportunities during mealtimes, to involve children in preparing the food and using name cards to develop their early literacy skills, for example.

The contribution of the early years provision to the well-being of children requires improvement

Children develop strong relationships with the staff and each other. This helps them to develop their confidence, friendships, and join in activities and play well together, showing good personal and social skills. Staff work closely with parents and other professionals to ensure consistency in children's care and learning. Staff give lots of praise and encouragement to children, which greatly boosts their self-esteem. Good use is made of the well-resourced outdoor area, giving children plenty of opportunities to play and exercise. Staff provide a balanced, nutritional snack-time menu and use opportunities to teach children about keeping safe. Staff do not follow robust procedures for the safe administration of medication by ensuring medicines are clearly labelled with the children's names. This means children and staff are potentially vulnerable to error, as they cannot guarantee who the medicine is for.

The effectiveness of the leadership and management of the early years provision requires improvement

The pre-school has informed Ofsted of changes to the committee and, although they have completed some checks, they have not completed this process so that Ofsted can ensure their suitability. However, this does not have a significant impact on the children's well-being because staff supervise children well. Staff have a secure knowledge of the safeguarding procedures to follow if they have concerns about the children. The manager observes and reviews children's progress well to address any differences between the progress of groups of children, such as boys and girls, to inform planning. Self-evaluation involves staff and the committee to identify areas to develop. The manager supports staff well through regular meetings to discuss practice, relevant issues and training needs. However, the committee does not provide frequent supervision for the manager, to support her and help improve practice, to maintain high standards of care.

Setting details

Unique reference number	509092
Local authority	Cornwall
Inspection number	836917
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	20
Name of provider	Gorran Pre-School Committee
Date of previous inspection	1 May 2012
Telephone number	01726 842 595

Gorran Pre-School, known as Hoglets, is run by a voluntary committee. It registered in 1977. The pre-school operates from a portable building in the grounds of Gorran Primary School. It is located in the village of Gorran, near St Austell in Cornwall. The pre-school is open from 8.45am to 3.15pm every day during term time only. The pre-school employs two members of staff; one has a level 3 qualification and the other is working towards an early years qualification. The pre-school is in receipt of government funding for the provision of free early education for children aged two, three and four years old.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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