

# St Issey and Little Petherick Pre School



St Issey CofE VA School, Gardeners Way, St Issey, Wadebridge, Cornwall, PL27 7RN

<b>Inspection date</b>	5 November 2015
Previous inspection date	7 November 2014

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff establish warm relationships with the children, who are secure and confident.
- The provider and committee have addressed the actions and recommendations from the previous inspection well. Committee members have a very secure understanding of their responsibilities. They effectively monitor and support staff to develop their practice and promote positive outcomes for children.
- Partnerships with parents are strong. Staff encourage parents to share what they know about their children's progress and support their learning at home.
- The manager and staff ensure that their assessments of children's learning are consistent and accurately reflect children's good progress. Staff use this information well to identify next steps and plan challenging activities.
- Staff work effectively with other agencies to support children with additional needs, and help them catch up with their peers and close developmental gaps.
- The close links with the school strongly support children's progression into school.

### It is not yet outstanding because:

- Staff do not always consistently support young children to learn how to share and take turns, and understand the impact of their actions on others.
- Staff do not provide children with more opportunities to challenge their physical development.

## What the setting needs to do to improve further

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

- develop ways to support young children to share and take turns, and reinforce their understanding of the effect of their actions on others
- increase opportunities to challenge children's physical development.

### Inspection activities

- The inspector took account of the views of parents spoken to on the day of the inspection and those recorded in the setting's feedback records.
- The inspector observed activities in the playroom and the outdoor play area.
- The inspector held discussions with the chairperson and staff, including the manager and the designated safeguarding officer.
- The inspector checked documents relating to the suitability and qualifications of staff and sampled documentation regarding planning and children's progress.

### Inspector

Lynne Bowden

## Inspection findings

### Effectiveness of the leadership and management is good

The committee members and staff attend training to ensure that they are knowledgeable about the Early Years Foundation Stage and their responsibilities. Staff make effective use of their training, especially to promote and monitor children's communication. The committee and the manager systematically monitor the quality of staff practice and ensure that all children make good progress. Safeguarding is effective. Staff attend regular safeguarding training to ensure their knowledge is up to date and that the environment is safe. Following training, the committee has more structure to its self-evaluation processes, which include the views of staff and parents. Regular meetings and monitoring the impact of training help the committee to identify areas to address to make key improvements.

### Quality of teaching, learning and assessment is good

Staff plan activities that extend children's language and encourage their curiosity well. For example, they encourage children to consider, observe and describe what happens when they add powder paints to a tray of cooked pasta, and teach them to use a variety of tools safely. Staff use their training effectively to ask questions that require a more detailed answer. Early identification of any delays, especially speech, enables staff and parents to help children overcome problems. Staff work effectively with other professionals to help children who need extra support. They use additional funding to increase resources, so they can better promote children's progress and help them reach their full potential.

### Personal development, behaviour and welfare are good

Staff develop strong relationships with the children and know them well. Children are familiar with routines and confidently explore toys and the environment. Staff reinforce good hygiene practices and encourage healthy eating. They teach children the importance of dressing appropriately for outdoor play. Overall, staff praise children's achievements and positive behaviour appropriately, which helps children begin to learn about the benefits of behaving well.

### Outcomes for children are good

All children make good progress from their starting points. Older children learn to manage their own care needs; dressing for outdoor play and taking themselves to the toilet. They listen attentively to instructions. Children develop good early literacy skills, recognising their own and other people's names. These skills prepare them well for future learning in school.

## Setting details

<b>Unique reference number</b>	EY365398
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	998451
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	10
<b>Number of children on roll</b>	12
<b>Name of provider</b>	St Issey & Little Petherick Pre School Committee
<b>Date of previous inspection</b>	7 November 2014
<b>Telephone number</b>	01841540322

St Issey and Little Petherick Pre-School registered at these premises in 2007. It is a committee-run group and operates from a classroom within St Issey C of E VA Primary School in the village of St Issey. The pre-school is open Monday and Wednesday from 9am to 3pm, and Tuesday, Wednesday and Friday from 9am until 1pm, during term time. The pre-school receives early education funding for children aged two, three and four years. There are four childcare staff; all hold early years qualifications at level 3 and above, including the deputy who is a qualified teacher.

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