

Bodmin Pre School

Mary Kendall House, Priory Road, Bodmin, Cornwall, PL31 2AE



Inspection date	10 February 2016
Previous inspection date	26 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 have a strong drive to improve their practice and identify areas to develop. Recent improvements include a newly built room where children explore using their senses.
- Staff teaching is strong. Children learn about different minibeasts through an exciting bug hunt and use books to identify individual creatures that they have found.
- The manager is committed to ongoing training and most of the team are working towards a higher qualification. This enables staff to update their knowledge and introduce new ideas into the pre-school to keep children motivated.
- The indoor environment has a wide range of exciting resources and children maintain their attention well in activities that interest them.
- Children engage in activities that help them to develop an awareness of letters and sounds so that they learn key skills that they need for school.
- Parents speak highly of the pre-school. Good partnership working with staff ensures that parents know how to support their children's learning at home.

It is not yet outstanding because:

- Staff do not always organise the outdoor environment to help children who learn best outside to extend their ideas and broaden their learning.
- Staff do not work as closely as they could with local teaching staff to strengthen children's transition to school when the time comes.

What the setting needs to do to improve further

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

- review the organisation of resources in the outdoor area to ensure all areas of learning are covered and help children who learn better outside to extend and adapt activities spontaneously
- develop stronger partnerships with teaching professionals to improve transitions in preparation for children's eventual move to school.

Inspection activities

- The inspector spoke to staff, children and parents during appropriate times of the day.
- The inspector held an interview with the manager.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of documentation including children's assessments, staff qualifications and a selection of policies.
- The inspector observed interactions between staff and children.

Inspector

Joanne Steward

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand the procedures to follow to keep children safe from harm. Closed-circuit television and an intercom system help to ensure the pre-school is secure and help staff protect children. Staff identify areas to improve through their effective self-evaluation process and have recently developed a special area for younger children. This supports children's interests, keeping them engaged. Regular meetings with the manager help staff to recognise their strengths and areas to develop to improve teaching methods. The manager monitors children's progress well. Staff have a clear understanding of how to promote children's development. They use their observations to help them develop child-led plans that incorporate children's individual interests and abilities, to promote their learning.

Quality of teaching, learning and assessment is good

Staff plan exciting activities to help children make progress in all areas of learning. For example, children play card games and sing number songs using props to further develop their understanding of turn taking and mathematical awareness. Assessments clearly show the good progress children are making. Children have a good understanding of what makes them unique. For example, they paint self-portraits and display them. Staff encourage children to understand and respect similarities and differences between themselves and others. Staff support children with additional needs well and a range of strategies are used effectively to promote their learning. For example, a 'traffic light system' and sign language help children understand the rules and boundaries as well as supporting their communication skills. Parents engage in children's learning at home, for example, children take home 'Teddy the Explorer' and record their adventures in a diary.

Personal development, behaviour and welfare are good

Children have a strong awareness of how to keep healthy and the setting is working towards completing an early years nutrition programme. Children develop a good understanding of the importance of a balanced diet and a healthy lifestyle. For example, they gather at the inviting snack table and talk about their favourite fruit. Children feel safe and secure. Staff use positive strategies to manage behaviour. Children share and cooperate well.

Outcomes for children are good

Children thoroughly enjoy their time in the pre-school. They benefit from a nurturing environment where they make good progress for the next stage of their learning. Children's social skills are very good. They display high levels of confidence and have formed positive relationships with staff and their friends. For example, children invite staff to join their play when blowing bubbles in the garden, watching them burst.

Setting details

Unique reference number	102973
Local authority	Cornwall
Inspection number	824719
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	37
Name of provider	Bodmin Pre School Committee
Date of previous inspection	26 February 2010
Telephone number	01208 798251

Bodmin Pre-School (Mary Kendall) registered in 1972. It operates from purpose-built accommodation situated in Priory Park in the town of Bodmin, Cornwall. The pre-school is open each weekday from 9.15am until 2.45pm during term time only. The setting provides free early education funding for children aged two, three and four years. There are six members of staff, four of whom hold relevant early years qualifications from levels 3 to 5.

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