

Halwin Community Pre-School



Halwin School, Porkellis, Wendron, Helston, Cornwall, TR13 0EG

Inspection date 17 March 2016
Previous inspection date 1 March 2012

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 establish warm, nurturing relationships with the children. This helps children to confidently explore the wide range of resources that interest them.
- The clear assessment and reviews of children's progress enable the management team to monitor the quality of the teaching and the educational programme well, ensuring successful outcomes for children.
- Staff have a good understanding of children's next steps and their interests. They use these to provide stimulating, enjoyable learning experiences so that all children make good progress from their starting points.
- Staff teach children enthusiastically. They show children how to complete activities and succeed. They ask questions that encourage them to consider and solve problems, and give full and detailed responses.
- Close links with the local school enable the staff to prepare children well for their future learning experiences.

It is not yet outstanding because:

- Children's behaviour is good overall, although staff do not always maintain agreed strategies to fully encourage all children to understand what is expected and how to behave well at all times.
- Staff miss some opportunities to encourage children to practise and develop their skills even further as part of their daily play and routines.

What the setting needs to do to improve further

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

- maintain agreed behaviour management strategies consistently, to help all children to fully understand what is expected and how to behave well
- make better use of every opportunity for children to practise and develop their skills further as they play and during routine activities.

Inspection activities

- The inspector took account of the views of parents spoken to on the day and through written feedback.
- The inspector carried out a joint observation with the deputy manager.
- The inspector observed activities in the playroom and the outdoor play areas.
- The inspector held discussions with the manager and staff.
- 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 manager uses evaluation well. She seeks feedback from other professionals and parents, and encourages all the staff to reflect on and develop their practice. The manager closely monitors the quality of assessments, planning and teaching. She ensures staff assess all areas of learning thoroughly and support children's learning effectively. The manager promotes staff development well, ensuring they use their training to improve practice and outcomes for children. For example, training successfully led to improvements in the outdoor area to support the progress of children who prefer outdoor play. Safeguarding is effective. Staff have a secure knowledge of child protection matters and procedures to follow to protect children from harm.

Quality of teaching, learning and assessment is good

Staff skilfully support all children to achieve well. They participate enthusiastically in activities and help children to develop their imaginative play. Staff extend mathematical skills effectively, such as by introducing positional language when children build and fly rockets. The staff's skilful and expressive storytelling maintains the attention of a large group of children, who listen with interest and contribute their views. Sensitive support by their key persons encourages younger children to join in and express themselves in a safe and secure way. Partnerships with parents are effective. Staff ensure they are well informed and have good opportunities to be involved in their experiences so they can work together to encourage their learning.

Personal development, behaviour and welfare are good

Staff know children well and use their good knowledge to help them to settle and be ready to learn. Staff are effective role models, providing children with strong examples of how to work cooperatively together. Children learn about healthy lifestyles and the benefits of playing outdoors in all weathers. Staff teach children about the effect of exercise on their bodies and of the importance of good hygiene practices. Children learn about different traditions, and their own and other people's cultures. This helps to raise their awareness and understanding of difference and diversity in the community and the wider world.

Outcomes for children are good

Children are enthusiastic learners and are developing their physical, language and mathematical skills well. They learn to take care of their own needs and communicate well using a wide vocabulary. They listen to and follow instructions from staff. Older children recognise and attempt to write their names. These skills all help to prepare them well for future learning.

Setting details

Unique reference number	103059
Local authority	Cornwall
Inspection number	824721
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	22
Name of provider	Halwin Triple Tree Centre Committee
Date of previous inspection	1 March 2012
Telephone number	01209 861384

Halwin Community Pre-School registered in 2000. It operates from Halwin Primary School in the Wendron district of Cornwall. It is open during term time only for five days a week from 8.45am until 11.45am, on Tuesday and Thursday afternoons from 12pm until 3pm, and on Friday afternoons from 12pm until 3pm. The pre-school receives funding to provide free early education for children aged two, three and four years. There are six members of staff; of these, one member of staff holds a qualification at level 5, three have qualifications at level 3 and one at level 2.

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