

Tregadillett Pre-School

Tregadillett Community Hall, Tregadillett, Launceston, PL15 7EU



Inspection date

19 May 2016

Previous inspection date

7 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The provider monitors children's progress well to identify and address any gaps in their learning. For instance, staff are currently planning activities to support children's understanding of the world. Children make good progress from their starting points.
- The provider takes account of the views of parents, staff and committee members to help evaluate the provision. They successfully identify areas for development, such as implementing new ways for staff to review the quality of their teaching and share good practice. This has a positive effect on outcomes for children.
- Staff plan a broad range of activities according to their key children's learning priorities, using relevant topics. Children are enthusiastic and motivated learners.
- Staff consistently use a good range of effective behaviour management strategies. Children behave well and build good relationships with each other. For example, they know to use a sand timer to help them share and take turns.
- Children develop good attachments with their key member of staff and settle in quickly. This successfully supports children's personal, social and emotional development.

It is not yet outstanding because:

- Staff do not always provide sufficient challenge for the most-able children or make best use of questioning, to build on and extend what children know and can do.
- The provider does not form fully successful links with all parents and all other settings that children attend, to enable consistency in children's learning.

What the setting needs to do to improve further

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

- consider how to provide additional challenge for the most-able children, and consistently make good use of questioning, to extend children's ideas and learning during planned activities and spontaneous play
- strengthen partnerships with parents and all other settings that children attend, to encourage and maintain a two-way flow of information about children's learning.

Inspection activities

- The inspector observed children's self-chosen play indoors and outdoors, and adult-led activities.
- The inspector carried out joint observations with the provider.
- The inspector took account of the views of parents, children and staff spoken to on the day of inspection.
- The inspector held a meeting with the provider at an appropriate time during the inspection.
- The inspector sampled documentation, including activity planning, records of staff suitability checks and children's learning records.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

The provider and staff conduct regular risk assessments, and consistently implement appropriate measures to help keep children safe. For example, they ensure the premises are secure when children are present and use a 'walking rope' to facilitate a 'walking bus' on outings. Safeguarding is effective. The whole staff team has a secure knowledge of signs that might indicate a child is at risk of harm and know how to refer any concerns relating to children's welfare. Since the last inspection, the provider has improved the effectiveness and frequency of the support and coaching they provide for staff. For instance, they hold regular meetings with individual staff and encourage them to evaluate their own practice by reviewing video recordings of them interacting with children. This has helped staff to identify the need to listen more to children and allow them to play without disrupting them, to promote their creativity, and communication and language.

Quality of teaching, learning and assessment is good

Staff observe and assess children's achievements accurately. They use this information to track children's progress, and plan for their interests and individual next steps in learning. Staff provide enjoyable resources to engage boys in particular to practise their early writing skills, such as putting tapioca in a tray with paintbrushes, and giving them chalk to draw on walls in the garden. Overall, staff promote children's language development well. For example, they sit next to children on the floor to establish good eye contact and maintain some detailed conversation. Children learn about the natural world as, for example, they visit the local woods and observe a tank of tadpoles to look for changes. Staff use routine tasks well to encourage children to count and identify numerals, to support their mathematical development.

Personal development, behaviour and welfare are good

Children demonstrate feelings of security in this caring environment. For example, they confidently stand up to sing in front of their friends and visitors, and excitedly share their achievements with staff. Children have many opportunities to gain physical skills such as strength and coordination, as they join in with daily exercise activities and walk steadily along balance beams. Staff teach children the importance of a healthy diet. For example, children visit the local greengrocer each week to choose and buy fresh produce for snack.

Outcomes for children are good

Children make good progress in their learning from their starting points and acquire the key skills needed for school. They learn to recognise their name and the letters within it, which promotes their early reading skills and literacy development. Children are eager to take responsibility for themselves, showing confidence in their growing independence. For instance, they have a go at spreading butter onto bread and chopping fruit for snack.

Setting details

Unique reference number	EY239307
Local authority	Cornwall
Inspection number	1021770
Type of provision	Full-time 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	19
Number of children on roll	18
Name of registered person	Tregadillett Under Fives Pre-School Playgroup Committee
Registered person unique reference number	RP901985
Date of previous inspection	7 July 2015
Telephone number	07704159068

Tregadillett Pre-School registered in 1972 at Tregadillett Community Centre near Launceston, Cornwall. It is open from 9am to 1pm on Monday, Wednesday and Friday, and from 9am to 3pm on Tuesday and Thursday, during school term times. The pre-school is in receipt of funding to provide free early education for children aged two, three and four years. It employs five members of staff, all of whom hold qualifications to at least level 2. The manager has an appropriate qualification at level 6.

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