

# Gorran Pre-School

Gorran, St. Austell, Cornwall, PL26 6LH



<b>Inspection date</b>	24 May 2016
Previous inspection date	13 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</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 give children time to fully explore their chosen interests and activities. Children concentrate for long periods, exploring their ideas and challenging themselves. They make good progress. This helps them to prepare for their next stages in learning.
- Children develop a good knowledge of early mathematics. Staff provide many prompts, such as number displays, and use questions that help children to learn how to use mathematical language as part of their everyday vocabulary. For example, children tell staff that they have two things to tell them.
- Staff offer children a variety of opportunities to become independent, which helps to encourage good self-esteem. For example, children peel carrots for snack.
- The manager and committee work together effectively. They evaluate the provision well and set realistic targets for improvement, such as specific support for younger children.
- Partnerships with parents, other settings and professionals work well. Staff share and gather information to help them effectively support children's all-round care and development targets.

### It is not yet outstanding because:

- Children behave well, but the organisation of staff and resources at mealtimes leads to children becoming restless and their behaviour sometimes deteriorates.
- During larger group activities, quieter and younger children do not always have the opportunity to share their thoughts and ideas.

## 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 mealtimes to ensure children behave consistently well
- provide all children with opportunities to share their views during larger organised group activities, especially younger and quieter children.

### Inspection activities

- The inspector observed children playing indoors and outdoors, with organised and self-chosen activities.
- The inspector toured the setting.
- The inspector spoke to parents, staff, committee members, and children at appropriate times during the inspection.
- The inspector and manager conducted a joint observation.
- The inspector held a meeting with the manager about how she organised the pre-school, manages staff and monitors children's progress.

### Inspector

Tristine Hardwick

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and committee have successfully addressed the actions and recommendation set at the previous inspection. For example, procedures to record and store any medication that they administer are secure. The manager regularly monitors staff's performance to help continually improve their skills. The committee members have effectively improved their procedures to monitor the manager's performance and provide support. This, together with regular training opportunities for staff, helps to maintain a good standard of teaching. For example, staff now use effective strategies to support children's language development. Safeguarding is effective. All staff know the correct procedures to follow if they have concerns. The manager regularly reviews children's progress to identify and close any emerging any gaps in their development.

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

Overall, the quality of teaching is good. Staff use positive interactions and plan activities that challenge children according to their age and stage of development. Staff use effective questioning to expand children's thinking. For example, they talk about how they will make a 'bat room' in the outdoor climbing frame. Activities such as these, prompt children to gather pens and paper to design their ideas, helping to extend their writing skills. Staff play imaginative games with children, such as hide and seek. Staff pretend to be a giant and children squeal with excitement when found. Staff encourage children to learn about the world around them and how things grow. For example, following organised activities about 'Jack and the Beanstalk', children sow seeds and learn that they need water to drink and soil for food to grow well in the sunlight.

### Personal development, behaviour and welfare are good

Children are happy and enjoy their time at pre-school. They develop good self-esteem and a sense of achievement through positive praise and encouragement from staff. The key-person system works well, supporting children's individual emotional needs effectively. Children eat healthy options for snack, enjoy regular exercise through outdoor play, and understand the need to wash their hands before eating and after toileting. Altogether, this helps to foster a good sense of healthy lifestyles. Overall, children behave well. They say 'please' and 'thank you', and seek support from staff when minor squabbles occur.

### Outcomes for children are good

Children make good progress. They develop skills for writing, through activities such as painting and drawing. Children increase their physical skills, such as running and playing on equipment outdoors. They are curious as they explore resources, helping them to prepare well for the next stages in their learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	509092
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	1022215
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Gorran Preschool Committee
<b>Registered person unique reference number</b>	RP906888
<b>Date of previous inspection</b>	13 July 2015
<b>Telephone number</b>	01726 842161

Gorran Pre-school is run by a voluntary committee and registered in 1977. It is located in Gorran, Cornwall. The pre-school is open Monday to Thursday from 8.45am to 3.15 pm, and on Friday from 8.45am until midday, term time only. There are four members of staff, who all hold early years qualifications; two at level 2 and two at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

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