

Tintagel Pre School

Tintagel Children's Centre, Treven, Tintagel, Cornwall, PL34 0DU



Inspection date

16 May 2017

Previous inspection date

19 March 2015

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not extend and challenge children's learning consistently well enough. They do not use their sound knowledge of children's individual interests to effectively encourage progress across all areas of development.
- Staff do not involve all parents well enough in the assessment of children's development and in their learning activities. Communication with parents is not always effective at keeping them well informed about their children and pre-school events.
- The manager does not ensure self-evaluation fully includes the views of the committee, staff and parents. The procedure is not rigorous enough to monitor the quality of teaching and learning and the effectiveness of parent partnerships well.
- Partnerships with other providers who share the care of children are not consistently successful. The arrangements to share information to more fully support children's development varies in effectiveness.

It has the following strengths

- Staff work well in partnership with other agencies to increase their support for children's communication and language development.
- Children settle well and are happy in the pre-school. They have warm relationships with staff and make friends with other children.
- Close links with the neighbouring school enable staff to support children's emotional development well, as children prepare to move there.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the quality of staff support and their interactions with children to increase the learning opportunities and challenges for children in their play	11/07/2017
■ provide opportunities to involve all parents in the ongoing assessment of their children's progress and improve the systems of communication, to develop effective parent partnerships that support children's needs.	11/07/2017

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

- improve self-evaluation procedures to include contributions from committee members, staff and parents, to identify areas of weakness and plan more effectively for improvement in the outcomes for children
- develop effective partnerships and communication systems with other providers, to increase support for children's individual development.

Inspection activities

- The inspector held discussions with the manager, staff and parents.
- The inspector undertook a joint observation with the manager.
- The inspector observed staff and children in their indoor and outdoor activities.
- The inspector sampled records of children's development.
- The inspector held a meeting with the manager to discuss self-evaluation, support for staff and the tracking of children's progress.

Inspector
Julie Wright

Inspection findings

Effectiveness of the leadership and management requires improvement

To address previous recommendations from the last inspection, the manager has improved the registration forms to include more information about the stage of children's development when they first attend. Staff made changes in the morning routine, to enable children to play more freely when they first arrive. The provision of a climbing wall has increased the outdoor physical play activities for children. Safeguarding is effective. The manager and staff complete relevant training to update their secure knowledge and awareness of the child protection procedures. They attend some courses to help improve their childcare knowledge. For example, staff gained a better understanding of children's emotional well-being. The vetting procedures enable management to check the suitability of persons who provide childcare, to keep children safe. However, their overview of the pre-school is not comprehensive enough to ensure good outcomes for children.

Quality of teaching, learning and assessment requires improvement

Children enjoy free play and make independent choices from the toys and play materials available. For example, some children choose to draw and cut out, showing competent use of scissors. Others play imaginatively in the role play area and make choices to play outside. Staff organise individual and small-group activities to help children learn, however, they do not interact consistently well in children's chosen play to extend and challenge learning. For instance, they miss opportunities to develop children's mathematical understanding. Most children listen and concentrate reasonably well throughout an activity, although others lose interest and cause a distraction.

Personal development, behaviour and welfare require improvement

Children enjoy being together and learn to take turns. They are keen to join in action rhymes and have fun as they make different animal sounds. Staff support children's self-care skills well to help children develop independence. Children show that they are familiar with the routines and most respond generally well to staff. However, on occasion, staff do not successfully engage children and encourage them to participate during activities. Staff have a secure knowledge of children's dietary requirements and take positive steps to protect their health. For example, they check that the ingredients for a baking activity are safe for all children.

Outcomes for children require improvement

Children are confident and, overall, make expected progress from their starting points. They develop some of the skills they need for future learning, such as in their speech and language. Children like to explore and play, which helps them to learn. However, the varying levels of challenge and interaction from staff mean that not all children achieve to the best of their ability.

Setting details

Unique reference number	EY336791
Local authority	Cornwall
Inspection number	1092777
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 - 8
Total number of places	22
Number of children on roll	17
Name of registered person	Tintagel Pre School Playgroup Committee
Registered person unique reference number	RP910795
Date of previous inspection	19 March 2015
Telephone number	01840 770046

Tintagel Pre School is committee run and registered in 2006. The pre-school operates from rooms within the children's centre, in the grounds of Tintagel Primary School. It is open from 8.55am to 2.55pm Monday to Friday, term time only. The pre-school provides funded early education places for children aged two, three and four years old. There are four members of staff, including the manager. Staff hold early years qualifications at level 3 and the manager holds a qualification at level 6.

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