

# Fowey Pre-School

Fowey River Academy, Windmill, Fowey, Cornwall, PL23 1HE



<b>Inspection date</b>	29 June 2017
Previous inspection date	21 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 manager involves parents effectively, so they play an active role in their children's learning. She uses their personal strengths well. For example, parents have built children a large sandpit and provided ceramic tiles to help children extend their creativity skills.
- The manager supervises staff effectively and supports them in their professional development, such as providing them with opportunities to obtain higher qualifications.
- Staff attend frequent training to extend their knowledge and provide good support for children. For example, following training, staff help children to form strong attachments, supporting their confidence and emotional well-being.
- Children have positive relationships with staff. Staff provide children with warm and nurturing interactions, and help children to manage their own care needs.
- Staff provide a wide range of activities, which they adapt well to meet children's individual needs. Staff help children be independent and engage in their play, in preparation for school.

### It is not yet outstanding because:

- Staff do not consistently explain to children the purpose of activities, to help them understand the learning intentions and how to achieve desired outcomes.
- Occasionally, staff miss opportunities to help children develop their thinking skills and work out problems for themselves.

## What the setting needs to do to improve further

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

- provide children with more information about the learning intentions of activities, to help them connect ideas and understand what is expected of them, and how to achieve desired outcomes
- encourage children to negotiate and solve problems, to help clarify their thinking, ideas and feelings.

### Inspection activities

- The inspector observed interactions between staff and children during a variety of activities.
- The inspector spoke to parents and children to gain their views of the provision.
- The inspector looked at a range of documentation, including staff suitability, children's development records and safeguarding procedures.
- The inspector spoke to the manager and staff at appropriate times during the day.
- The inspector held a joint observation with the manager.

### Inspector

Joanne Steward

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff all attend training to keep their knowledge up to date. They have a clear understanding of signs to look out for, including wider safeguarding issues, and know who to contact should a child be at risk. The manager evaluates and monitors staff's practice and children's learning well, to identify areas that need improvement. For example, she has provided children with a designated area for quieter activities, to help them concentrate more effectively. The manager monitors children's progress well and uses additional funding successfully to help improve outcomes for children, for example, to help children attend outings in the wider community.

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

Staff plan and provide children with a wide range of learning opportunities to meet their individual needs. For example, they support older children to learn how to mix and change colours. Younger children enjoy experimenting with textures, such as mixing cornflour and water together. This helps support children's creativity. All children benefit from visits to and from the local community, such as boat trips and theatre productions. Staff support children's understanding of nature and the natural world well, for example, through activities, such as hatching butterflies. Staff make frequent observations and assessments of children's development, and share these well with parents. They use this information to plan challenging activities that help children move quickly on to their next stage of learning. Staff provide particularly strong support for those who have special educational needs and/or disabilities, to help them make further progress in their learning.

### Personal development, behaviour and welfare are good

All children develop a strong understanding of how to keep safe in the event of a fire, within the setting or at home. For example, they dress up in fire-fighter costumes and learn about smoke detectors. Staff support them well to learn about safety procedures should they encounter a fire, helping children gain a secure understanding of safety during emergencies. Staff provide all children with good opportunities to be active, such as playing parachute games, taking trips to the beach and engaging in stimulating outdoor activities, helping to support their physical health.

### Outcomes for children are good

Children make good progress from their starting points and develop key skills in preparation for their move to school. Children enjoy being creative. Younger children use cotton buds to paint pictures of fire engines and older children use a selection of different sized brushes, helping to develop their physical control and coordination of their hands. All children learn how to measure rainfall and learn new concepts, such as 'estimation', to help support their mathematical development.

## Setting details

<b>Unique reference number</b>	102809
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	1088911
<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 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Fowey Pre-School Committee
<b>Registered person unique reference number</b>	RP520027
<b>Date of previous inspection</b>	21 January 2015
<b>Telephone number</b>	01726 833188

Fowey Pre-School registered in 2001 in Cornwall. It is open Monday to Friday from 9am until 3pm, during term time only. The pre-school provides free early education funding for children aged two, three and four years. There are eight members of staff, seven of whom hold early years qualifications at levels 2, 3 and 4.

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