

South Petherwin Pre School



South Petherwin CPS, South Petherwin, Launceston, Cornwall, PL15 7LE

Inspection date	13 July 2017
Previous inspection date	16 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 provides good leadership and, together with the committee and staff, runs the pre-school effectively to continually improve outcomes for children. She is reflective and uses self-evaluation well to identify any areas for development.
- Partnerships with local schools are strong. Children benefit from effective arrangements that support their move on to school. They begin the next stage in their education with confidence and self-assurance.
- Children receive consistently good support to their learning and development. Staff interact with them positively and help them to think about ways of doing things for themselves. For example, they encourage children to make decisions about how they will mix their own paints, so that they can enjoy being creative and use their imaginations.
- The warm and caring staff form good relationships with children and get to know them well as individuals. Children benefit from consistent support to their social and emotional development. They are happy and enthusiastic about taking part in activities. Children make good progress from their starting points.

It is not yet outstanding because:

- Staff do not ask parents about their child's achievements when they start attending, to clearly establish their starting points and measure their progress more accurately.
- Occasionally, staff do not extend activities to provide greater challenge for the most able children, to help them make even more progress in their learning.

What the setting needs to do to improve further

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

- consult parents about children's current levels of development when they first start to attend, to establish their starting points more clearly and inform planning
- extend activities further to provide greater challenge for most-able children, to help them to make even more progress in their learning.

Inspection activities

- The inspector observed staff interacting with children indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector talked to children, parents and staff, and took account of their views.
- The inspector looked at a range of policies and children's records.
- The inspector held a meeting with the manager and discussed the self-evaluation for the pre-school.

Inspector

Margaret Baird

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know the signs that might give them cause to be concerned about a child's welfare. They attend mandatory training and understand the procedure to follow to keep children safe from harm. The manager monitors children's development well to notice any gaps in their learning. She uses funding effectively and works in partnership with parents and other professionals to support children when they need additional help. The manager recruits and supervises staff effectively. She is well qualified and provides good support to the experienced staff team to keep their knowledge and skills up to date. For example, staff have reviewed their practice to involve children successfully in making decisions about activities and routines.

Quality of teaching, learning and assessment is good

Staff use their observations and assessments of children's learning effectively to plan activities that help children achieve the next steps in their development. They have a good understanding of how children learn through play, and support them skilfully to think about how to use resources independently. For example, staff demonstrate and explain how to use pipettes to help children to fill containers with water, and praise their efforts and success. They encourage them to notice when the containers are full and empty, supporting their mathematical understanding and vocabulary well. Children are interested and motivated to persevere and develop good manipulative skills. Staff provide a rich and stimulating learning environment with a wide range of resources that reflects diversity positively and supports their understanding of other cultures.

Personal development, behaviour and welfare are good

Staff are good role models and provide good encouragement for children to share and play together amicably. They are sensitive about helping children to understand their own feelings and those of others. Staff use a variety of successful strategies to support children's understanding of the routines of the day. They use visual aids effectively to reinforce good hygiene practices, for example. Children enjoy eating nutritious snacks and staff reinforce their understanding of adopting healthy lifestyles as they talk to them about how different foods help them to grow and play, for example. Staff provide plenty of opportunities for children to be physically active and enjoy fresh air each day.

Outcomes for children are good

Children are confident communicators, and younger children express their needs well. Older children describe their experiences fluently, using a wide vocabulary. Children gain the skills they need in good preparation for starting school. They develop independence and enjoy the responsibility of carrying out small tasks, such as getting snacks ready when it is their turn to be the special helper. Older children recognise their names at register time and make good attempts at writing captions for displays of their work. Children enjoy joining in with songs together and sharing books, developing good early literacy skills.

Setting details

Unique reference number	102856
Local authority	Cornwall
Inspection number	1061140
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	26
Number of children on roll	34
Name of registered person	South Petherwin Pre-School Committee
Registered person unique reference number	RP905664
Date of previous inspection	16 April 2013
Telephone number	01566 779476

South Petherwin Pre School registered in 1995. It operates from its own separate building in the grounds of the village school. The pre-school is a registered charity, and managed by a board of trustees and a committee made up of parents and interested others. It is open during school term time only, between 9am and 3pm each day, except for Fridays when it is open between 9am and 1pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are three members of staff, two of whom hold a relevant qualification at level 3. The manager has BA Honours degree.

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