

# Delaware Pre School

Delaware Community Learning Centre, Albaston, GUNNISLAKE, Cornwall, PL18 9EZ



## Inspection date

25 September 2017

Previous inspection date

22 October 2014

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

- Staff interact well with children to effectively support their learning and development. They use sensory play materials well to stimulate children and increase learning opportunities. Children enjoy being in the pre-school and have warm relationships with staff.
- Management provides effective support to staff through regular supervisory sessions. Training develops and improves staff skills well to effectively benefit children's learning.
- Effective self-evaluation identifies strengths and current plans for further development. Management uses additional funding well to increase support to individual children, such as in the area of personal, social and emotional development.
- Staff work in effective partnership with parents and others to provide additional support for children's speech and language development. They support children who learn English as an additional language well. Children make good progress from their starting points and continuously develop communication skills.

### It is not yet outstanding because:

- Although the manager and staff monitor individual children's progress well, management does not use their data with precision to identify and further close gaps between groups of children, such as boys and girls.
- Staff complete the required progress report for two-year-old children; however, they do not ask parents for specific information about the health visitor check to enable them to coincide their report whenever possible, strengthen partnerships and further support children's development.

## What the setting needs to do to improve further

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

- develop more precise systems to monitor information about children's progress to identify and close any learning gaps between different groups of children, such as boys and girls, to further improve outcomes for children
- improve information sharing with parents and other professionals involved in children's healthcare to increase the effectiveness of the progress check for two-year-old children.

### Inspection activities

- The inspector held discussions with the manager, staff and parents.
- The inspector completed two joint observations with the manager.
- The inspector observed staff and children in their indoor and outdoor activities.
- The inspector sampled records of children's development and read the self-evaluation form.
- The inspector viewed required documentation, including staff training certificates and records relating to children's accidents and incidents.

**Inspector**  
Julie Wright

## Inspection findings

### Effectiveness of the leadership and management is good

Recommendations from the last inspection have been addressed well to improve the organisation of activities and support to children's mathematical development. Management has increased resources for children and is currently improving the outdoor play area for the younger children. This shows good ongoing development for the benefit of children. Since the last inspection, the nursery has started to care for children from the age of one year. Staff provide a safe and stimulating environment to meet the needs of babies and toddlers well. They share and use ideas from training effectively. For example, they use pictures to greater effect to help children understand and make choices. Safeguarding is effective. Management and staff have a secure knowledge of the procedures that enable them to safeguard children's welfare.

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

Staff inspire children's learning well through very effective planning and provision. For example, older children eagerly play with fresh fruits and vegetables in their shop, saying 'that's a penny please' to their friends. Children select a clipboard from the builder's merchant role-play area outside and are keen to practise writing. Younger children enjoy the sensory experience of dried oats as they scoop and tip with spoons. This activity encourages physical and coordination skills to develop well. Children are eager to take part in group activities, such as story and singing time. Staff provide effective challenges to maintain children's interest and encourage good concentration. Children learn about the natural world in interesting activities. For example, they enjoy seeing and touching pets, such as a bearded dragon that belongs to a member of staff.

### Personal development, behaviour and welfare are good

Effective introductory visits enable children to settle well and feel secure in the pre-school. Staff have a good awareness of the individual needs and routines of children and promote consistent care well. They are good role models to children and successfully encourage positive behaviour. For instance, they teach children about feelings and consequences, to 'say sorry and be kind to our friends'. Children learn how to use equipment safely and understand simple rules. For example, staff remind children to move things off the trampoline before they use it to prevent an injury. Staff supervise the youngest children closely to keep children safe in their activities.

### Outcomes for children are good

Children are confident and enjoy learning. They explore play areas with interest and make independent choices. For example, toddlers choose to play in the role-play area and happily pretend to make a drink. Older children show increased skills in imaginative play as they take on roles and play pretend games together. Children develop their skills for learning at school well.

## Setting details

<b>Unique reference number</b>	EY383189
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	1071071
<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>	1 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Delaware Playgroup Committee
<b>Registered person unique reference number</b>	RP528600
<b>Date of previous inspection</b>	22 October 2014
<b>Telephone number</b>	07891 031 786

Delaware Pre School registered in 2009. It is a committee run group. The pre-school operates from a room in the purpose-built community centre adjacent to Delaware County Primary School in Gunnislake. The pre-school is open from 8am to 6pm each weekday all year round. There are 11 staff, of whom nine hold childcare qualifications at level 3 and one member of staff holds qualified teacher status. The pre-school receives early education funding to provide free places for children aged two, three and four years.

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