

Tintagel Pre School

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



Inspection date

8 December 2017

Previous inspection date

16 May 2017

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------------|---|
| | 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

- The manager provides effective support for staff. Individual meetings and peer observations help to identify any weaknesses in staff teaching to improve outcomes for children.
- The manager liaises well with other professionals and works collaboratively to monitor children's progress. For example, a wider and more challenging selection of mark-making activities helps to support children's early writing skills well.
- Children benefit from activities within the community. They attend local carnivals and festivals, and regularly visit the church to help develop their understanding of the wider world.
- Partnerships with parents are effective. For instance, staff have introduced a 'communication book' to share information, such as children's achievements, care needs and well-being, to help provide good consistency.
- Children develop warm and nurturing relationships with staff. They enjoy the company of adults, and feel safe and secure in their environment.

It is not yet outstanding because:

- Occasionally, staff do not use consistent strategies and available resources to help children manage their feelings more effectively.
- Children do not have consistent opportunities to learn about the living world around them.

What the setting needs to do to improve further

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

- make the best use of available resources, and use consistent strategies to help children manage their feelings and emotions more effectively
- develop further opportunities for children to learn about the living world around them.

Inspection activities

- The inspector spoke to parents and a childminder to gain their views on the provision.
- The inspector looked at a range of documentation, including safeguarding procedures, self-evaluation, action plans, staff training and children's assessment records.
- The inspector observed a range of activities inside and outside, and the interactions between staff and children.
- The inspector interacted with the children at appropriate times.
- The inspector held an interview and a joint observation with the manager.

Inspector

Joanne Steward

Inspection findings

Effectiveness of the leadership and management is good

The manager has addressed all of the previous actions and recommendations since the last inspection. She has made good improvements to ensure staff provide consistent and stimulating interactions for children. For example, all staff attended 'interaction' training, and clear actions plans are in place to help improve outcomes for children. The manager now includes staff, parents, children and the committee within the self-evaluation process to ensure their views are valued. For instance, questionnaires gain parents' opinions regarding additional outdoor activities for babies. Safeguarding is effective. Strong recruitment and induction procedures help to ensure staff suitability. The manager and staff have a good understanding of their responsibility to protect children from harm.

Quality of teaching, learning and assessment is good

Staff monitor children's progress well to help identify any gaps in children's learning. For example, staff plan a good range of physical activities to strengthen children's finger muscles, such as cutting with scissors and using tweezers. Children develop good mathematical language, such as 'taller' or 'shorter', and count how many paper chains they have made. Older children develop rhyming concepts and try hard to write initial letters of their name using water and brushes outside. This helps to support their early literacy skills. Overall, staff support children's language skills well. All children enjoy passing the 'teddy' around the circle, talking about what they have learned that day.

Personal development, behaviour and welfare are good

Children play imaginatively. Younger ones pretend to care for dolls, 'feeding' and putting them to 'bed'. Older children enjoy a game of 'hide and seek' and play 'firefighters' with toy aeroplanes. Staff help children manage risk well. For example, when using the climbing rope outside. A good range of outdoor activities helps children to develop strong physical movements. For instance, children learn to ride bicycles and scooters, chasing after staff members with delight. Staff nurture children's well-being effectively. They provide valuable support and information to families, such as during times of bereavement. Staff offer good advice about common childhood illnesses to help keep children healthy. Overall, children behave well and staff encourage them to explore their environment.

Outcomes for children are good

Children are happy and confident learners who enjoy their time in the setting. Younger children learn how to operate simple mechanical toys well, watching them roll down a ramp of wooden bricks. Older children add water to shiny stones, exploring the different textures to help support their creativity effectively. All children enjoy completing jigsaws. Younger children uses visual cards to help match the pieces, and older children learn to problem-solve independently.

Setting details

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| Unique reference number | EY336791 |
| Local authority | Cornwall |
| Inspection number | 1099378 |
| 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 | 1 - 5 |
| Total number of places | 22 |
| Number of children on roll | 15 |
| Name of registered person | Tintagel Pre School Playgroup Committee |
| Registered person unique reference number | RP910795 |
| Date of previous inspection | 16 May 2017 |
| Telephone number | 01840 770046 |

Tintagel Pre School registered in 2006 and operates Monday to Friday from 8.55am to 2.55pm, term time only. It provides free early education for two-, three- and four-year-old children. There are four members of staff, three of whom hold qualifications at level 3. The manager holds a level 6 qualification.

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