

Roche Pre-School Playgroup

Victory Hall, Victoria Road, Roche, St Austell, Cornwall, PL26 8JG



Inspection date

7 March 2018

Previous inspection date

1 June 2015

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 and staff are reflective of their practice and use self-evaluation effectively to improve outcomes for children. For example, they have provided facilities outside so children can benefit from valuable outdoor play experiences in all weather conditions.
- Staff are well qualified and experienced in childcare, and provide good support to children's learning. For example, they enthusiastically join in children's pretend play, adding resources and extending their learning effectively.
- Partnerships with parents are strong and staff involve parents in their children's development effectively. For example, they provide resources for parents to use at home with their children to strengthen and extend their learning well.
- Staff are caring and attentive, and give good support to children's social and emotional development. They know children well and form strong bonds with them so they are confident to explore activities. Children make good progress from their starting points.

It is not yet outstanding because:

- Occasionally, staff do not extend activities for older children to provide further challenge and help them to make the best possible progress in their learning.
- There are few opportunities for children to make choices about when they want to engage in energetic play, to extend their physical skills further.

What the setting needs to do to improve further

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

- provide more challenge for older children during activities to help them to make even better progress in their learning and development
- provide more opportunities for children to choose to engage in energetic play, to extend their physical development further.

Inspection activities

- The inspector observed the quality of teaching during activities and routines.
- The inspector carried out a joint observation with the manager and discussed children's learning.
- The inspector held a meeting with the manager and discussed the pre-school's self-evaluation.
- The inspector looked at a range of documents, including children's records.
- The inspector talked to children, parents and staff, and took account of their views.

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 lead them to be concerned about a child's welfare. They are clear about the procedure to follow to keep children safe from harm. The manager supervises staff effectively and provides good support to their professional development. Staff keep their knowledge and skills up to date by attending training, for example. Recent training has successfully helped them to review and improve the support they give to children to understand and manage their own feelings and behaviour. The manager monitors children's development conscientiously. She uses funding effectively and provides prompt support, including collaborating with outside agencies when children need extra help. The good partnerships with local schools help children to move on to future education with confidence.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's levels of development and plan interesting activities that help them to achieve the next steps in their learning. They have a strong understanding of how children learn through play and organise a good mix of adult-led and child-initiated activities. For example, staff skilfully guide older children as they join in enjoyable games that help them to learn letter sounds and develop good early literacy skills. Staff provide interesting activities and resources that invite children to explore and experiment using their sensory skills. For example, children develop good manipulative skills as they enjoy mixing ingredients together to make play dough. Staff encourage them to experiment and notice how materials change to develop their curiosity well.

Personal development, behaviour and welfare are good

Staff are good role models and provide gentle and effective encouragement for children to behave well. They use a variety of successful strategies to help children to share resources and cooperate during play. Children follow good hygiene routines and learn to adopt healthy lifestyles. They enjoy nutritious snacks and set times to access the outdoors for fresh air every day. Staff provide a secure and interesting learning environment, including resources that positively reflect other cultures for children to access themselves. They help children to learn how to play safely, by encouraging them to tidy away resources when they have finished with them, for example. Children are secure in their familiar routines, including finding their name cards and gathering together when they arrive. They listen to each other carefully, respect each other's views and develop a firm sense of belonging.

Outcomes for children are good

Children gain the skills they need for future learning and their eventual move on to school. They are confident communicators. Older children talk about their experiences enthusiastically, using good descriptive language. Younger children develop an increasingly good vocabulary and make their needs known. Children are independent and show pride in managing dressing for playing outside with little adult support. They enjoy taking part in activities, and become interested and motivated learners.

Setting details

Unique reference number	EY285656
Local authority	Cornwall
Inspection number	1091988
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	16
Name of registered person	Roche Pre-School Playgroup Committee
Registered person unique reference number	RP524377
Date of previous inspection	1 June 2015
Telephone number	07866226488

Roche Pre-School Playgroup is managed by a committee and first registered in 1978. It registered at its current address in Roche in 2004. It opens each weekday during term time and sessions are from 9am to midday. An extended session operates on a Monday and Friday when children can stay until 1pm. The pre-school receives funding for free early education for children aged two, three and four years. The pre-school employs three staff, two of whom hold early years qualifications at level 3 and one member of staff holds early years professional status.

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