

Padstow Pre-School

School Grounds, Grenville Road, Padstow, Cornwall PL28 8EX



Inspection date	27 September 2018
Previous inspection date	27 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff work together effectively as a team and have high expectations for children. Staff demonstrate a passionate approach in supporting children's welfare and development through regular reflection.
- Children learn through purposeful play. For example, staff provide them with everyday objects and resources in their activities, such as the role-play shop. This helps to extend children's vocabulary, while promoting their understanding.
- The manager monitors the quality of children's learning and staff practice closely. She thoroughly reviews the progress that groups of children make and identifies where more intervention is required. For example, she has supported staff working with boys to extend further the provision for children's early literacy.
- Staff use observation and assessment effectively to identify individual children's achievements in their learning and what they could do next to help children make progress in their learning.
- Staff are well qualified. They benefit from attending regular training events to develop their knowledge and skills. This helps to promote good outcomes for children's learning and development.

It is not yet outstanding because:

- Although the manager has identified a need for greater opportunities for children to explore risk and challenge outside, particularly to engage boys, this has not been fully embedded.
- The provision of creative and sensory play opportunities across the pre-school is not balanced to ensure that all children have access, whether they choose to play indoors or outside.

What the setting needs to do to improve further

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

- develop more opportunities for children, especially boys, to explore risk and challenge in their play and learning outside
- ensure the indoor and outdoor environments include access to a range of sensory play opportunities.

Inspection activities

- The inspector sampled and discussed relevant documentation with the manager, including children's records, evidence of staff qualifications and suitability.
- The inspector took the views of parents into account.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the leadership team to discuss its self-evaluation and other matters relating to leadership and management.
- The inspector observed activities in the indoor and outdoor areas. She assessed the impact of teaching on children's learning.

Inspector
Carly Ellicott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders demonstrate a strong commitment to staff training and professional development. For example, all staff have undertaken 'Prevent' duty training and, as a result, staff know how to help keep children safe. They have a secure knowledge of identifying signs that would give cause for concern. Recruitment and vetting procedures are thorough. For example, the committee carries out ongoing checks. This helps to make sure adults are suitable to work with children and maintains ongoing continuity and support for the pre-school. Risk assessments are robust. Children are safe and secure as they play.

Quality of teaching, learning and assessment is good

Staff plan stimulating activities that motivate children to learn. For example, children enjoy 'selling' imaginary ice creams in the garden. Staff ask questions to extend children's learning. For example, staff ask them how much the ice cream costs, which supports children's understanding of mathematical concepts. Children access a range of suitable toys and equipment, with good opportunities to explore physically in a range of outdoor play spaces. For example, they enjoy driving toy cars and painting with water and brushes. Staff know how children learn in different ways and interact well with them. They lead creative activities as they explore stories and songs together. Children are happy at the pre-school. Robust systems ensure that children settle well, and that staff identify their starting points quickly.

Personal development, behaviour and welfare are good

Staff effectively support children's emotional well-being. Parents see this as a main strength of the nursery. Parents comment on how happy their children are and how supported they feel. This helps children to feel safe and secure. Parents are involved in their children's learning. For example, they know how to contribute to children's learning journals and they share photographs and observations from home. Staff provide children with healthy and nutritious snacks, which children help to prepare. For example, children enjoy boiled eggs, bread and butter, cucumber and tomatoes. Staff support children well to become independent. For example, children pour their own drinks and wash their own cup, plate and cutlery. Staff demonstrate friendly behaviour. For example, they regularly reinforce positive language, such as 'please' and 'thank you'. Staff are positive role models and children's behaviour is good as a result. Children share and take their turns with activities and toys.

Outcomes for children are good

Children develop the skills needed for the next stage in their learning and for school, when the time comes. For example, they have access to the school facilities at lunchtime, and tactile displays help children become familiar with new teachers and the school uniform. Children select resources independently and make good progress with early writing. For example, older children know how to write their own names. Staff's secure knowledge of the learning and development requirements and of how to plan activities successfully extends children's learning.

Setting details

Unique reference number	102837
Local authority	Cornwall
Inspection number	10060648
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	28
Name of registered person	Padstow Pre-School Committee
Registered person unique reference number	RP519992
Date of previous inspection	27 April 2015
Telephone number	01841 533244

Padstow Pre-School was established over 40 years ago and registered in 1991. It is managed by a voluntary committee and operates from purpose-built premises at Padstow Primary School. The pre-school is open from 8.30am to 3.30pm on Monday, Tuesday, Wednesday and Friday and from 8.30am to midday on Thursday. There are seven staff employed to work with the children, all of whom hold appropriate early years qualifications. The manager holds a degree-level qualification. The pre-school receives early education funding to provide free places for children aged two, three and four years.

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