

# Bodmin Pre School

Mary Kendall House, Priory Road, Bodmin, Cornwall PL31 2AE



<b>Inspection date</b>	14 September 2018
Previous inspection date	10 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### The provision requires improvement. It is not yet good because:

- The quality of teaching is not consistently good. Staff do not provide sufficient challenge during activities to help all children move on in their learning. For example, staff do not regularly maximise opportunities to encourage older children to count and compare shapes to promote their mathematical development sufficiently.
- The manager does not consistently ensure all staff are aware of how to effectively support children's understanding of playing safely, such as role modelling safe practices.
- Overall, the manager and staff provide activities for children to enjoy. However, some adult-guided activities do not keep children of different ages and stages of development involved and interested. At times, children become distracted, disrupt others and they do not all make the progress of which they are capable.
- The self-evaluation process is not focused enough to accurately identify areas where there are weaknesses in practice and improvements are needed.

### It has the following strengths

- The manager and staff work with outside agencies effectively to provide good support to children when they need additional help.
- Partnerships with parents are good. There is an effective two-way flow of information about children's achievements. Children benefit from a consistent approach to their learning.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
support staff to improve the quality of teaching, targeting interactions and activities at the right level to provide sufficient challenge so that children make the progress they are capable of	22/10/2018
establish a consistent approach to supporting all staff's understanding of safe practice and behaviour to promote children's awareness of keeping themselves safe	22/10/2018
target the range of activities more effectively to interest and engage children at different developmental levels to provide enjoyable experiences that help them to move on in their learning.	22/10/2018

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

- refine the process of self-evaluation to more accurately identify weaknesses in practice, areas for improvement and take action to address them.

### Inspection activities

- The inspector observed staff engaged in activities 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 documents including children's records.
- The inspector held a meeting with the manager.

### Inspector

Margaret Baird

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. The manager and staff know the signs that might lead to a concern about a child's welfare. They are clear about local safeguarding procedures. The manager follows thorough vetting procedures to check staff suitability and supervises staff appropriately. Staff attend training, for example, to extend their understanding of children's emotional development. However, the manager does target weaknesses in staff performance effectively and provide a clear focus to improve the quality of teaching sufficiently. The manager tracks children's learning and uses funding effectively to address any gaps in their development. Effective partnerships with local schools support continuity when children move on.

### Quality of teaching, learning and assessment requires improvement

Staff assess children's levels of development appropriately to plan for their next steps in learning. However, they do not make the most of opportunities to focus on supporting their ongoing development during activities. Overall, staff interact positively with children, for example, as they join in their pretend play. However, they do not consistently encourage all children to listen to each other and communicate effectively with others. For example, staff stand behind children as they eat their snack and miss opportunities to promote children's social and language development, such as eye contact, genuine interest in their views and conversation. As a result, children do not consistently develop confident communication skills.

### Personal development, behaviour and welfare require improvement

Staff are caring, attentive and develop close bonds with children over their time at the pre-school. Most children settle well and begin to understand the routines of the day. The learning environment is welcoming. However, staff do not support children to become deeply focused and involved in their learning. Children sometimes lose interest and use resources inappropriately. Staff miss opportunities to encourage children to fully promote their independence and help children to learn about safe practices, such as tidying toys away when areas become cluttered. Children become aware of the importance of adopting a healthy lifestyle and enjoy eating healthy and nutritious snacks. They have daily access to fresh air and exercise, such as visits to the adjoining park to extend their physical skills.

### Outcomes for children require improvement

Children enjoy attending the pre-school but do not make the best possible progress in their learning from the outset. Some activities do not hold younger children's attention to develop their curiosity and imaginations fully. Overall, older children become confident about their play and develop good physical skills. However, staff do not consistently challenge older children well enough to fully prepare them for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	102973
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10062219
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Bodmin Pre School Committee
<b>Registered person unique reference number</b>	RP520053
<b>Date of previous inspection</b>	10 February 2016
<b>Telephone number</b>	01208 79825

Bodmin Pre-School (Mary Kendall) registered in 1972. The pre-school is open each weekday from 9.00am until 3pm during term time only. The setting provides free early education funding for children aged two, three and four years. There are five members of staff, four of whom hold appropriate early years qualifications from levels 3 to 6.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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