

Harrowbarrow And Metherell Pre-School



Harrowbarrow School, School Road, Harrowbarrow, Callington PL17 8BQ

Inspection date	22 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	

Effectiveness of leadership and management	Good	2
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Good	2
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Outcomes for children	Good	2
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Summary of key findings for parents

This provision is good

- Staff support children who have special educational needs and/or disabilities (SEND) particularly well. They are proactive in developing strong partnerships with a wide range of other professionals. This helps to promote a shared and consistent approach to children's learning and development.
- The setting has very strong links with the primary school on site, and staff support children's well-being through their transition to school extremely well. For example, they have created a photograph book, showing children the story of a first day at school, allowing children to discuss their feelings and understanding with staff.
- Partnerships with parents are strong and they speak highly of the pre-school and staff team. Parents feel involved with their children's learning.
- Staff teach children mathematics well. For example, they encourage them to think about size and count objects, and use numbers throughout their play.
- Staff observe and assess children's development effectively. Children are keen, motivated learners and make good progress.
- Staff do not always provide a wide range of exciting and interesting resources and opportunities to support and inspire children in their mark making and early literacy skills.
- Sometimes, staff miss opportunities to support children's growing independence and self-help skills and do not encourage children to solve problems and think for themselves.

What the setting needs to do to improve further

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

- provide more opportunities for children to explore mark making and develop early writing skills
- support children to be more independent and think through problems themselves, before offering them solutions.

Inspection activities

- The inspector held a meeting with the manager.
- The inspector and manager took part in a joint observation of the snack-time routine.
- The inspector sought the views of parents.
- The inspector spoke to children about their activities.
- The inspector looked at a range of documents, including children's learning journals, staff training certificates and evidence of staff suitability.

Inspector

Gemma Rolstone

Inspection findings

Effectiveness of leadership and management is good

The manager demonstrates clear motivation to develop the pre-school. She works hard to create a homely, supportive environment for the children, and uses information from parents, staff and children to inform her future plans. For example, the staff team are working to enhance the outdoor area, to better meet the needs of all children. The committee has an active part in the running of the pre-school and provides good support to the manager. Safeguarding is effective. The manager and her staff understand how to keep children safe and are aware of what to do if a child is at risk of harm. The manager plans for staff's professional development based on the needs of the children, and uses tracking of different groups of children to ensure they are all making strong progress. For example, following an audit, the manager identified a need for staff to undertake training in how to provide an environment to further support boys' learning.

Quality of teaching, learning and assessment is good

Staff observe children and use regular assessments to inform their planning and children's next steps accordingly. They plan a variety of stimulating activities for children. For example, children delight in exploring the forest area and looking for their friends in a game of hide and seek. All children behave well and display high levels of resilience and self-control. For example, when their tower of blocks falls down, they have a can-do attitude to get on and fix it together. Children are confident communicators. Staff model and support children's language and communication well, and introduce new words into their vocabulary that the children enjoy repeating.

Personal development, behaviour and welfare are good

Children have good relationships with staff and each other. All children, including the youngest, are confident in asking staff and visitors to the setting for help when they need it. They enjoy investigating and exploring their environment, and access a wide range of equipment and resources to support their learning. Children are proud to share their achievements with others and happily work cooperatively, for example, when they play games, paint together and make mud pies. Staff are good role models and frequently praise the children's efforts. This builds children's well-being and self-esteem. Staff support children to understand how to keep themselves safe. For example, they talk to children about safety signs in the construction play and discuss how this helps people to understand the rules. Staff encourage children to learn about the natural world. For example, they look out of the window with them and discuss what the weather is like outside.

Outcomes for children are good

Children settle quickly into the welcoming environment. Staff sensitively support children's understanding of the pre-school rules. Children's behaviour is good, and they show consideration for others. Staff have a strong commitment to make sure all children are ready for school and have the necessary support in place to aid their transitions. As a result, all children, including those who have SEND, are making good progress in preparation for their next stage in learning. Children display persistence, motivation and the willingness to have a go.

Setting details

Unique reference number	EY542323
Local authority	Cornwall
Inspection number	10080235
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	16
Number of children on roll	15
Name of registered person	Harrowbarrow And Metherell Pre-School Committee
Registered person unique reference number	RP520026
Date of previous inspection	Not applicable
Telephone number	07773640139

Harrowbarrow and Metherell Pre-School re-registered in 2016 following a move to new premises. It is a registered charity run by the Harrowbarrow and Metherell Pre-School Committee. The pre-school is situated in the grounds of Harrowbarrow Primary School, near Callington in Cornwall. It is open Monday to Friday from 8.45am to 2.45pm during term time and provides funded education for two-, three- and four-year-old children. The pre-school employs three staff, all of whom hold a relevant level 3 qualification.

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