

Newquay Pre-School

Football Club Car Park, Newquay, Cornwall TR7 2BU



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| Inspection date | 9 January 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Outstanding | 1 |
|---|---|--------------------|----------|
| | Not applicable | | |
| Effectiveness of leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- The management team are highly enthusiastic and passionate about improving outcomes for children. They consistently reflect on their practice and are highly successful at adapting practice to meet the needs of all children. For instance, innovative activities, such as an outdoor 'tool station', encourage children to use real equipment on a workbench. This helps to extend their already excellent understanding of how to manage risks and keep themselves safe.
- Children develop an excellent understanding of healthy lifestyles. An on-site qualified chef teaches children how to use foods they have grown to make nutritious snacks. For example, children make beetroot, cheese and rosemary scones, enhancing their sense of smell and touch as they cook.
- Management have an outstanding approach to professional development. They have high-level qualifications and attend training led by leading experts. They use this superbly to improve staff teaching to benefit children. For example, training on children's emotional development helps staff to expertly guide and teach children about how to regulate their emotions and responses effectively.
- Staff provide children with highly stimulating activities that meet their interests exceptionally well. Children retell complex stories and develop their own narratives, effectively extending their communication and language skills to outstanding levels.
- Children have an excellent understanding of the world around them. They talk about different places, such as Africa and Honduras, and learn about people from different cultures.

What the setting needs to do to improve further

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

- extend the already excellent partnerships with parents to ensure further consistency in promoting children's home routines.

Inspection activities

- The inspector held an interview with the manager and her deputy to discuss matters relating to leadership and management.
- The inspector spoke to parents and children to ascertain their views of the setting.
- The inspector carried out two joint observations with the manager.
- The inspector looked at a range of documentation, such as safeguarding policies, staff suitability and children's assessment records.
- The inspector observed interactions between staff and the children.

Inspector

Joanne Steward

Inspection findings

Effectiveness of leadership and management is outstanding

Management have an excellent self-evaluation system, precisely identifying areas to improve. For example, they plan to implement innovative links with international early years settings and instigate highly stimulating projects for talented children. The arrangements for safeguarding are effective. Management, staff and students all have a thorough understanding of child protection procedures. Staff undertake a thought provoking safeguarding 'quiz' to ensure they have a comprehensive understanding of how to protect children who may be at risk of harm. The manager monitors children's progress extensively, identifying any gaps in learning. She uses the information well to inform teaching. For instance, to accelerate progress in literacy older children are encouraged to retell and write their favourite stories and then act them out. Staff supervisions take place frequently, reflecting on key strengths and planning strategies to enhance the already excellent teaching. Partnerships with other professionals are exemplary. A consistent two-way flow of information ensures staff meet children's individual needs exceptionally well.

Quality of teaching, learning and assessment is outstanding

Teaching is highly responsive to children's needs and interests. Staff successfully listen to the children's voices, using their ideas exceptionally well to inform planning. For instance, older children talk about their favourite stories and follow this on by exploring frozen fruit. Staff then extend this, helping children to cut open and discover the taste of exotic fruits. Children talk about fruit origins and plan to visit 'bio domes' to discover and learn about conservation projects. Babies creatively make marks and explore the texture of shaving foam. Younger children develop excellent physical skills outside. Staff make precise assessments of children's development and work very closely with parents to help build on children's already excellent progress, although, occasionally staff in the baby room sometimes miss information about babies' routines at home.

Personal development, behaviour and welfare are outstanding

Children have superb opportunities to visit places within the community. Staff hire a minibus and take children on inspiring outings. For example, visits to educational charities help children to learn about the living world and ways in which to support local projects, to help benefit less fortunate people. Children's behaviour is exemplary. They have great respect for others, listening attentively as their friends confidently develop their own conversations within a group. Staff are warm, nurturing and highly responsive to children's care needs.

Outcomes for children are outstanding

Children flourish in this highly stimulating provision and make excellent progress in their learning and development. Babies are supported wonderfully to develop and practice their speech sounds, such as when singing favourite nursery rhymes. Younger children move with confidence during a highly imaginative dance session and older children demonstrate a strong understanding of stories when they talk to others about what they have read. Children gain excellent skills for the next stage of learning, including the move to school.

Setting details

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| Unique reference number | EY540286 |
| Local authority | Cornwall |
| Inspection number | 10080107 |
| Type of provision | Full day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 0 - 5 |
| Total number of places | 66 |
| Number of children on roll | 91 |
| Name of registered person | Newquay Pre-School |
| Registered person unique reference number | RP540285 |
| Date of previous inspection | Not applicable |
| Telephone number | 01637876033 |

Newquay Pre-School re-registered in 2016 and is located in Newquay, Cornwall. The provision is open each weekday from 8am to 6pm, all year round. The setting provides free early education funding for children aged two-, three- and four-years old. There are 24 members of staff working with the children, two members of staff hold qualifications at level 6 in childcare, one at level 5, one at level 4, 11 at level 3 and four at level 2, four members of staff are unqualified and are working towards a childcare qualification.

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