

Millbrook Pre-School

Village Hall, The Parade, Torpoint, Cornwall PL10 1AX



Inspection date	16 January 2019
Previous inspection date	9 May 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- The manager has made significant improvements since the last inspection, meeting the previous actions and recommendations well. She has ensured all committee members have completed relevant documentation and are suitable for their roles. Children have strong opportunities to learn about other cultures. For example, children paint pictures of different homes and learn key words in other languages.
- Staff ensure activities support younger children well, helping them to achieve their outcomes effectively. The self-evaluation process is effective. The manager plans to introduce 'home visits' to support children's move to pre-school.
- Staff teaching is consistently good. They differentiate activities to meet children's individual needs. Older children identify shapes in the environment and younger children listen for a variety of sounds outside.
- The manager and staff attend a wealth of training. They use this to make changes to the learning environment to benefit children. For instance, a quiet area has been created to help settle younger children when they first join, encouraging them to feel safe and secure.
- Children have strong opportunities to learn about healthy lifestyles. Activities using puppets help children understand the importance of dental care. They extensively learn about the types of food that are healthy and the different food groups. For example, children understand that milk and cheese contain calcium to keep bones and teeth strong.
- Although partnerships with parents are strong, staff do not make the best use of opportunities to provide enhanced support for children's learning at home.
- Staff do not consistently support children to explore a variety of ways to extend their communication skills further, particularly for younger children and those who require extra support.

What the setting needs to do to improve further

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

- develop partnerships with parents even further to help extend opportunities to build on what children already know and can do at home
- provide consistent strategies to help younger children and those with special educational needs to build on their communication and language skills, to help them express themselves more effectively.

Inspection activities

- The inspector held a joint observation with the manager.
- The inspector observed the interactions between staff and children.
- The inspector looked at various documentation, such as staff suitability checks, children's development records, and the planning of activities.
- The inspector held an interview with the manager to discuss how she has met the previous actions and recommendation.
- The inspector spoke to parents and children at appropriate times during the day.

Inspector

Joanne Steward

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff demonstrate confidence in identifying and reporting any child protection concerns, to help protect children's welfare. Staff all have relevant childcare qualifications and the manager is working towards a degree. Effective supervisions take place frequently to ensure staff use their strong teaching methods to benefit children. For instance, staff have implemented a 'choosing wheel' to help children 'vote' on which activities they would like to play with after lunch. The manager monitors children's progress effectively. She has identified children's early writing skills as an area to improve and has provided children with additional resources to support this. For example, children use bottles to make marks with water, and write 'plans' on their clipboards in the construction area. The manager has formed strong links with other professionals, to ensure children are developmentally ready for their move to school.

Quality of teaching, learning and assessment is good

Staff interactions are purposeful and help all children make good progress in their learning and development. Younger children enjoy 'rhyme time' and use 'rainbow ribbons' to create large movements, supporting their physical skills well. Older children play games, such as 'sound lotto', which help them to sustain their attention, understand turn taking and develop good conversations. Staff make frequent observations of children to ascertain their current interests. They use these within the planning to ensure children meet their next steps in learning, using activities that keep them engaged.

Personal development, behaviour and welfare are good

Children's behaviour is excellent. They play cooperatively and are considerate to others. For instance, children spontaneously offer visitors a seat during lunch and show kindness and empathy towards their peers. Children have a good understanding of how to manage risks. They carry out 'safety checks' and identify hazards in the environment, such as toys being left on the floor, and ensure these are tidied away to keep themselves safe. Staff provide active learning opportunities to help children find out about the local community. For instance, children learn how to keep the village tidy and they talk to the coastguards about their role in keeping people safe at sea. Staff are effective in meeting children's care needs and support their emotional well-being effectively. For example, children engage in 'relaxation' techniques at the end of the session.

Outcomes for children are good

Children are independent, confident and motivated learners. They make good progress from their starting points in preparation for their next stage of learning and beyond. Younger children enjoy making prints with paints, which supports their creativity well. Older children learn new words, such as 'nocturnal', 'explore' and 'investigate', to extend their good speaking skills. All children show a keen interest in books, and they show a good interest in illustrations to support their early reading skills well.

Setting details

Unique reference number	102926
Local authority	Cornwall
Inspection number	10084932
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 5
Total number of places	24
Number of children on roll	22
Name of registered person	Millbrook Pre-school Playgroup Committee
Registered person unique reference number	RP520021
Date of previous inspection	9 May 2018
Telephone number	01752656960

Millbrook Pre-School registered in 1991 and operates in Millbrook, near Torpoint, Cornwall. The pre-school is open Monday to Thursday from 9.15am until 1pm, term time only. It provides free funded early education for two-, three- and four-year-old children. The pre-school employs four members of staff, three of whom have a level 3 qualification in early years, and one has a level 2 qualification.

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