

Kneehigh Pre-School Nursery

Tretherras Road, Newquay, Cornwall TR7 2RE



Inspection date

14 May 2019

Previous inspection date

11 February 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Safeguarding practice is weak. Systems for recording and reporting welfare concerns about a child are not robust. Despite the manager and staff understanding the procedure to follow in the event of a safeguarding concern, they have failed to implement their own safeguarding policy. As a result, they did not report an allegation made against a member of staff to the relevant authorities.
- Staff are not always consistent in what they ask children to do when the routine changes. For example, they tell some children it is time to put the toys away and then let others continue to play.
- Staff do not organise whole-group times effectively to help children to be ready to learn from the outset.

It has the following strengths

- The manager and staff have effective partnerships with parents. They regularly share information with parents about children's development. Children benefit from consistent support to achieve well. Parents are extremely complimentary about the care their children receive.
- Staff make accurate assessments to help monitor children's achievements. They know the children very well. They provide children with a range of challenging, purposeful play and learning opportunities. Children make good progress in their learning.
- The manager evaluates practice and tracks children's progress well. She analyses children's achievements to ensure that staff provide a varied curriculum that meets children's learning needs. For example, children are receiving daily letters and sounds activities to improve their speech and language development. All children, including those who speak English as an additional language, communicate well.

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
ensure any concerns about children's safety and welfare or allegations against members of staff are recorded and responded to, in line with the guidance and procedures of the relevant local safeguarding children board, to ensure children are protected from harm.	31/05/2019

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

- provide clear messages for children about what is expected of them at different times during the routine
- review the organisation for whole-group times to ensure children are ready to learn from the outset.

Inspection activities

- The inspectors observed the quality of teaching indoors and outdoors.
- The inspectors took into account the views of parents spoken to on the day.
- The lead inspector carried out a joint observation with the manager.
- The inspectors spoke with the manager, staff and children at appropriate times during the inspection and the lead inspector held a leadership and management meeting.
- The inspectors looked at samples of paperwork, including safeguarding reports, risk assessments, policies and procedures, complaints records and children's records.

Inspectors

Anita McKelvey
Johanna Hughes

Inspection findings

Effectiveness of leadership and management is inadequate

Arrangements for safeguarding are not effective. The manager and staff have failed to follow the correct procedures, in line with their local safeguarding children board, for recording and reporting concerns about a child's welfare, including allegations made against staff. This has a significant impact on children because it compromises their safety and welfare. The manager seeks the views of parents, children and staff regularly. Staff have attended recent training on how children learn and develop. This has supported staff to improve their planning to meet children's needs and interests, and to ensure they make good progress. Staff help parents well to support children's learning at home. For example, they provide ideas about activities, children's current interests and books they like, so parents can continue children's learning beyond the setting.

Quality of teaching, learning and assessment is good

Staff know children well and identify suitable next steps to promote children's development. For example, during a communication activity, staff challenge children's learning as they encourage younger children to attempt to match rhyming words using picture cards and support older children to say the letter sounds to help them start to understand how to read words. Staff ask questions to encourage children's mathematical skills. For example, at snack time, children learn to identify shapes as they pick out the 'circles' of cucumber and ham 'triangles', and tell staff they have two crackers. Children use their imaginations well. For example, they collect sticks to make a camp fire, set up the camping stove and picnic mat, and pretend to make each other and staff cups of tea and pizza.

Personal development, behaviour and welfare are inadequate

Staff do not prioritise children's safety and welfare. They fail to act promptly to allegations made and do not follow their own safeguarding procedures when they have concerns about a child's welfare. Children benefit from learning about healthy lifestyles. They have plenty of opportunities to play outdoors and staff provide them with healthy meals and snacks. Children behave well, and they have respect for one another and for their environment. Staff use positive strategies tailored to children's individual needs and interests to encourage good behaviour. They focus on praising children when they have done something well. For example, children collect stamps on a card for good behaviours, and are offered a special reward for their achievements.

Outcomes for children are good

Children are motivated and keen to learn. Older children enjoy washing the dolls' clothes and show good fine-motor skills as they peg them on the washing line to dry. Younger children enjoy counting, for example they work out how many knitted sausages are left during rhyme time if 'one goes pop and another bang'. Children work cooperatively as they fill buckets on a pulley then lift them to the top of the climbing frame. Children receive good support to prepare them for their move on to school.

Setting details

Unique reference number	EY221987
Local authority	Cornwall
Inspection number	10062226
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	32
Name of registered person	Rendell, Sarah Jane
Registered person unique reference number	RP513277
Date of previous inspection	11 February 2016
Telephone number	01637 876293

Kneehigh Pre-School Nursery registered in 2003. It operates from purpose-built premises on the outskirts of Newquay, in Cornwall. The nursery provides free funded early education for children aged two, three and four years. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. There are eight members of childcare staff. Of whom, one has early years professional status, one holds an appropriate childcare qualification at level 5, one holds an appropriate childcare qualification at level 4 and three hold appropriate childcare qualifications at level 3.

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