

# Bosccastle Playschool

Top School, Fore Street, BOSCASTLE, Cornwall PL35 0AU



## Inspection date

3 June 2019

## Previous inspection date

25 January 2016

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

- Leaders and managers have a secure understanding of children's learning and developmental needs. They regularly review the progress children make as individuals and groups. The manager uses effective analysis to help identify any emerging gaps in children's progress. She addresses these quickly to help ensure children's needs are met.
- Staff provide a wide range of activities which children enjoy. Children make good progress from their starting points. Staff plan next steps which target specific areas of learning and development. Children are confident and well motivated to learn. For instance, staff use creative ways to identify children's emerging interests and capture the child's voice as part of the planning cycle.
- Children with special educational needs and/or disabilities are well supported. Staff engage with a range of professionals and use effective strategies which help improve outcomes for children. For example, staff use signs supporting speech and make good use of visual aids to improve communication for children with limited speech.
- Staff work closely with parents to share information about their children's care and learning, to help meet children's needs effectively. Parents appreciate the outside space, including forest school and trips to other local areas, which help broaden children's experiences.
- Children are happy, settled and confident. They explore indoors and outside, and are encouraged to manage risks and play safely. For example, they wear helmets as they use bicycles and ride-on toys. Staff give children plenty of praise and encouragement. This helps children to develop good levels of confidence and self-esteem.
- Managers do not reflect on and evaluate training strategies as well as they could, to help develop staff's practice further. This hampers the performance management of staff, to consistently raise the quality of teaching overall.

## What the setting needs to do to improve further

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

- build on the existing performance management for staff, to precisely identify training needs and help raise the quality of teaching even further through deeper reflection and evaluation of training strategies.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

**Inspector**  
Carly Ellicott

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff are knowledgeable about child protection issues. They understand their duty to safeguard children's welfare and know how to report concerns as they arise. Staff risk assess the environment vigilantly. For example, they check resources thoroughly and maintain high standards of supervision and hygiene practice, to help them keep children safe. Staff work well in partnership with other providers to support children's learning. For instance, teachers visit the pre-school to lead phonics sessions, and introduce children to routines and expectations that help to prepare them for their transition to school. The manager monitors staff's ongoing suitability effectively through appraisals and routine supervision. Deployment of staff effectively ensures that children benefit from staff support during their play activities.

### Quality of teaching, learning and assessment is good

Staff plan a stimulating, well-resourced environment. For example, older children build towers of bricks. They solve problems to consider how many bricks they need to match numerals, as staff assess their mathematical understanding. Children are supported as they build imaginative models from construction materials, for instance robots. Staff plan for children to celebrate diversity and explore cultures that help to expand their experience beyond what they already know. For example, children take part in 'our world week' and celebrate different cultural events throughout the year, which staff support further with books and resources. Staff understand how to extend learning opportunities for children. For example, children play with dough as they mimic actions to songs, such as pinching and rolling before passing it on to a friend. This helps children to develop social skills, small-muscle development and coordination.

### Personal development, behaviour and welfare are good

Staff act as good role models for children. They are kind, nurturing and give consistent reminders to help children understand what is expected of them. Children help to manage daily routines. For instance, they delight in ringing the bell at mealtimes. Children are well mannered and their behaviour is good. They engage in pleasant conversations at snack time as they enjoy healthy, nutritious foods. Older children are developing their independence. For example, they help to clear away bottles and plates, and get themselves ready for outdoor play. Staff look after children well and manage their care needs sensitively. Younger children learn to be gentle and respect living creatures. For example, they stroke pet animals gently and wash their hands after handling them. Children enjoy looking at photographs and talking about what they have learned with their key person. All children feel valued and supported.

### Outcomes for children are good

All children learn a wide range of skills. For example, children enjoy creating their own stories and dressing up as favourite characters. Younger children enjoy sensory play activities. For instance, they scoop rice into containers using tongs to challenge and develop their small-muscle skills. They use descriptive language as they move toy cars through the tray. Older children write their names and use mathematical language in their self-chosen play.

## Setting details

<b>Unique reference number</b>	EY416908
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10062244
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	20
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Boscastle Pre School Playgroup
<b>Registered person unique reference number</b>	RP520007
<b>Date of previous inspection</b>	25 January 2016
<b>Telephone number</b>	01840 250760

Boscastle Playschool established in 1969 and registered at these premises in 2010. It is run by a management committee and operates from a purpose-designed building, known locally as 'Top School', in the village of Boscastle. The pre-school is open from 8am until 5.30pm throughout the year, closing on bank holidays and for two weeks in December. The pre-school receives early education funding to provide free places for children aged two, three and four years. There are six staff employed to work with the children, five of whom hold a childcare qualification at level 3.

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