

Foundry Under Fives

Harbour View, Hayle, Cornwall TR27 4LB



Inspection date

9 July 2019

Previous inspection date

16 June 2015

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

- All staff have a good understanding of children's individual learning needs and know what they can do to help children to achieve the next steps in their learning. As a result, all children make good progress based on their starting points.
- Staff work very closely with parents and carers to help children achieve well. They frequently share information about children's progress and suggest ideas that can be offered at home to further support children's development. Parents report that children are very happy at the setting and can't wait to attend each day.
- Children behave extremely well and are very polite towards staff and their friends. Staff act as good role models and gently remind children of boundaries and expectations that help them to develop strong relationships.
- Managers support staff well and provide coaching and training to enable them to continue to improve their skills. They regularly check the quality of the provision to help ensure that staff meet children's care and learning needs effectively.
- Managers and staff reflect well on the provision to identify any areas for improvement. They actively seek feedback from parents and children, and from schools which children move on to, to contribute to their evaluations.
- At times, group activities do not allow children to participate in a way that suits them best, to involve all children fully and support their learning in the best way possible.
- Occasionally, staff do not provide enough support to fully extend children's mathematical skills in relation to calculation of number and understanding of shape.

What the setting needs to do to improve further

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

- increase opportunities for children to make decisions about how they participate in group activities, to better reflect their individual learning styles and preferences
- provide older and more able children with more opportunities to extend their understanding of mathematics.

Inspection activities

- The inspector observed activities indoors and outdoors, and spoke with children and staff at appropriate times.
- The inspector completed a joint observation with the manager of the setting and discussed arrangements for planning and assessment.
- The inspector spoke with parents and carers and took into account their comments.
- The inspector discussed leadership and management, and the arrangements for recruiting staff, with the manager/nominated individual.
- The inspector sampled a range of documents used to support children's care and learning.

Inspector

Samantha Powis

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a good understanding of their roles and responsibilities in relation to child protection. They complete training and frequently discuss and update safeguarding policies. Staff receive effective support to increase their own skills. Any training they attend is cascaded to all staff to ensure they work consistently and share common aims. For example, all staff have completed training on special educational needs and/or disabilities (SEND). As a result, they are all able to quickly identify when a child may need additional support, and work with the setting's SEND co-ordinator to access this. The manager closely monitors the progress children make through the accurate observations and records staff maintain. They use this information well to reflect on how well children's learning is supported and to identify where changes can be made. The pre-school has implemented many new ideas to involve parents more in children's learning, such as sending activity bags home for children to enjoy with family members.

Quality of teaching, learning and assessment is good

Children are keen to learn and quick to get involved in the wide range of exciting activities staff provide. Staff involve themselves well in children's play to extend their learning. For example, when children find a worm in the garden, staff support children to use the microscope on the computer to study the insect in more detail. Staff show a real interest in what children have to say. Children are confident to use language to express themselves and learn new vocabulary through their discussions. For example, at snack time children listen to each other and confidently share their own thoughts about their favourite part of a recent sports day.

Personal development, behaviour and welfare are good

Staff offer children lots of praise and encouragement. Children are confident and settle quickly in the welcoming pre-school. Staff help children learn about the importance of healthy living. For example, children know they need to wash their hands before eating to get rid of germs. Children are increasingly independent, for example, they wash up their plate and cup after they have their snack. Children develop care and consideration for others. They learn about the wider world and their local area. For example, they make frequent visits to a local care home where they take part in activities with older members of the community. Staff conduct regular risk assessments to help children remain safe.

Outcomes for children are good

All children make good progress and are prepared well for the next stage in their learning. Children develop good relationships with their friends. Staff teach children strategies that help them work well with others, such as using the timer to ensure they take turns on the swing. Children learn to balance and develop strength and control of their bodies as they use the climbing wall and frame. They show a keen interest in books, and regularly make up their own imaginary stories, which staff record for them in a special book. Children frequently use tools to make marks and patterns, and are confident to have a go at including their own signature on their work.

Setting details

Unique reference number	102808
Local authority	Cornwall
Inspection number	10070143
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	39
Name of registered person	Foundry Under Fives Committee
Registered person unique reference number	RP520022
Date of previous inspection	16 June 2015
Telephone number	01736 755511

Foundry Under Fives pre-school is a committee-run group, which registered in 1994. It operates in Hayle, Cornwall. The pre-school is open during term time Monday to Friday from 8.30am until 3pm. Children aged two, three and four years receive funding for nursery education. The pre-school employs seven members of staff. All staff have early years qualifications. The manager has an early years degree.

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