

# Inspection of Little Beebles Pre-school

Crowan Primary School, Moorfield, Praze, CAMBORNE, Cornwall TR14 0LG

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Inspection date: 19 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

The manager is passionate about enabling children to take resources to all areas of the pre-school. This enables children to freely explore and investigate to help benefit their overall development. For example, children can mix sand and water together, discovering how textures change. They play doctors and nurses and lie on the sofas in the book corner pretending to be patients, helping to extend their imaginative skills effectively.

Children's behaviour is good. Staff have attended training to help children manage their feelings effectively. For instance, younger children identify pictures of different emotions, such as angry, worried or sad, and staff talk to them about what these mean. Older children make pictures to express their emotions, by drawing their friends who have moved on to school. This supports their emotional well-being effectively. Children demonstrate a can-do attitude and try hard when attempting a new skill. For instance, they persevere well when trying to knock skittles down with a ball.

The premises are secure and children feel safe within their environment. They have developed secure attachments to staff, who are kind and friendly. Children and staff have cheerful dispositions, and they laugh and have fun together.

### **What does the early years setting do well and what does it need to do better?**

- Children are happy and enjoy their time at the pre-school. Younger children discover large shells and are fascinated in listening to the 'sea'. Older children connect ideas and talk about previous experiences, such as when they visited the farm, developing good communication skills.
- Staff ensure all children receive positive experiences. For instance, they take children on 'listening walks', where they recognise familiar sounds and develop their concentration levels effectively. Staff help build on the skills children already have, such as using the internet to research different butterflies they have seen on their walk.
- All children develop a love of books. They excitedly bring in their favourite stories from home to share at pre-school, repeating phrases and sentences to help enhance their early reading skills.
- Staff encourage younger children to give meaning to their marks as they draw with chalk, such as recording the number of skittles they have knocked down. Older children write a birthday list and recognise numbers. However, at times staff do not always know the next steps in children's learning. The most able children do not receive consistent challenges in their early writing and mathematical skills to extend their development even further.
- Children have good opportunities to be active. They move freely around the pre-

school and staff take children on various outings, such as to the local village. They enjoy parachute games to support good physical skills.

- Staff help children to develop strong self-esteem and high confidence levels. Children take photographs of their own achievements, such as a model made from bricks. Staff print these off and place them in a photograph frame where others can look at it.
- Partnership with parents and other professionals is effective. Staff use a 'chat wheel' with parents to establish children's ongoing interests and abilities, and provide them with a wealth of information on children's progress and health matters. Good links with the on-site school enable children to eat their lunch with those at school and become familiar with teaching staff, to help them feel secure for their eventual move to school.
- The manager and the staff reflect well on practice and to improve the pre-school for children. For instance, the manager plans to carry out observations on the staff to ensure their teaching remains consistently good. She has already implemented new ideas that children have suggested, such as developing scientific experiments to make 'volcanoes' erupt.
- Care practices are strong. Staff respond well to children's needs, listening to them attentively and supporting their independence. Children enjoy wiping the tables in preparation for snack and are keen to serve themselves with a selection of healthy foods.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have attended safeguarding training and have a secure understanding in recognising and reporting any concerns about a child's welfare. The monitoring of incidents and accidents is robust to keep children safe from harm. The pre-school carries out regular fire drills to help children understand the procedure in an emergency. Risk assessments and safeguarding policies are detailed and clear. Staff have a thorough understanding of the procedures to carry out in the event of any threats. They supervise children well and help to minimise any risks, such as teaching children to be careful when throwing a ball.

## **What does the setting need to do to improve?**

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

- provide older and most able children with further challenges, particularly in mathematics and writing, to extend their development even more
- ensure all staff are aware of, and know how to help meet, children's individual next steps in their learning to ensure they make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY376514
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10069233
<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 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Praze Pre-School Committee
<b>Registered person unique reference number</b>	RP520030
<b>Telephone number</b>	01209831794
<b>Date of previous inspection</b>	3 December 2014

## Information about this early years setting

Little Beebles Pre-School registered in 2008 and operates within Crowan Primary School, in Cornwall. The pre-school is open each weekday from 8.45am to 3.15pm, term time only. The pre-school receives early education funding for children aged two, three and four years. There are five members of staff. One holds a level 4 in child psychology and a level 3 in childcare. The manager and her deputy hold relevant level 3 qualifications in early years.

## Information about this inspection

### Inspector

Joanne Steward

### Inspection activities

- The inspector spoke to staff and children throughout the day.
- The inspector held a discussion with the manager on matters relating to leadership and management and carried out a learning walk around the setting.
- Parents and grandparents gave their views on the setting both verbally and through written statements.
- A joint observation was completed with the manager.
- Relevant documentation was looked at, such as safeguarding policies, first-aid certificates, staff suitability and children's learning journeys.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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