

Inspection of Kilkhampton Pre School

Kilkhampton Junior & Infant School, Kilkhampton, Bude, Cornwall EX23 9QU

Inspection date: 2 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 caring and attentive staff provide a calm and welcoming atmosphere that supports children to settle quickly and enjoy attending. Children are very secure in the routines of the pre-school. They enjoy taking responsibility for doing things for themselves, such as putting on their coats for outdoor play, and they develop a strong sense of independence. They are very proud when it is their turn to help others at snack time and be 'the special helper' for the day. The manager and staff organise a good range of activities that promote children's development effectively. For example, older children benefit from 'rising fives' sessions, when they develop the skills they need to move on to school. Children thoroughly enjoy acting out familiar stories as staff support their early literacy skills effectively. Younger children quickly become busy exploring and making 'soup' in the mud kitchen. They share the bowls and spoons with each other and cooperate happily together to find leaves to mix into the pot. Children behave well and develop good sensory and physical skills as they dig, stir and mix natural materials together outdoors.

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

- The manager and staff get to know children's abilities and interests and plan activities that they enjoy. Staff regularly check how children are progressing to help them to know how to further support their learning. Staff create an interesting environment with a good mix of child-led and adult-guided play. However, occasionally, adults direct creative activities too much so that children do not have opportunities to develop their individual ideas and imagination.
- Staff join in enthusiastically with children's pretend play. They visit the 'doctor's surgery' and encourage children to interact with each other to develop their language skills. Children listen well and speak clearly and fluently. However, at times, staff miss chances to introduce new words during activities and extend children's vocabulary even further.
- The experienced staff team has a good understanding of how to help children to move on in their learning. Staff skilfully support children of different ages well during activities. For example, during a cooking activity, staff encourage younger children to carefully count out the number of eggs they need. They give older children the opportunity to weigh ingredients and work out if they need to add more flour to the mixture. Children become confident as they make simple calculations and do well in their mathematical development.
- Staff are good role models and treat children with kindness. Older children show consideration towards the younger ones and are eager to help when they are getting used to routines.
- The manager and staff are very proactive in working with staff from the local school to help all children to move on in their education with self-assurance. Children get to know the school environment through regular visits and staff

discuss children's progress.

- The manager and staff use funding effectively and work in good partnership with other professionals when children need extra help. Parents speak very highly of this support, which enables their children to reach their full potential.
- The committee and manager recruit and supervise staff effectively. Staff regularly update their knowledge and skills according to the needs of the children. Staff have recently attended training that has improved their support for the younger children in their care.
- The manager and staff review their practice regularly and are committed to the continual development of the pre-school. They ask parents and children about the provision and make changes that improve their experiences at pre-school.

Safeguarding

The arrangements for safeguarding are effective.

The committee, manager and staff attend child protection training and know the correct procedure to follow if they have concerns about a child's welfare. They make regular checks on the environment and help children to understand how to keep themselves safe as they play.

What does the setting need to do to improve?

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

- make the most of opportunities to introduce new words during activities to extend children's vocabulary further
- give children more time to experiment and follow their own ideas to develop their individual creativity.

Setting details

Unique reference number	EY280043
Local authority	Cornwall
Inspection number	10062229
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 to 4
Total number of places	24
Number of children on roll	22
Name of registered person	Kilkhampton Pre School Committee
Registered person unique reference number	RP519979
Telephone number	01288 321888
Date of previous inspection	18 January 2016

Information about this early years setting

Kilkhampton Pre School registered in 2004. It operates from the grounds of Kilkhampton Junior & Infant School. The pre-school is managed by a voluntary committee. It is open from 8am to 5pm Monday to Friday during term time. There are three members of staff employed, all of whom hold appropriate early years qualifications to level 3. The pre-school is registered to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Margaret Baird

Inspection activities

- The inspector completed a learning walk with the manager and observed the quality of teaching, indoors and outside.
- The manager took part in a joint observation with the inspector.
- The inspector held a meeting with the manager and chair of the committee.
- The inspector looked at a range of documents, including policies and procedures for safeguarding children.
- The inspector talked to children, parents and staff and took account of their views.

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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