

Inspection of Kneehigh Pre-School Nursery

Tretherras Road, Newquay, Cornwall TR7 2RE

Inspection date:

7 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The quality of teaching is variable. At times, staff do not give children enough attention or support to engage them in their play and extend their learning. Some children lose interest in their activities and become over-excited, which creates an overly noisy environment. Children do not make as much progress as they could.

During times when teaching is of better quality, staff support children appropriately to take part in activities. For example, they read books to children using interesting tones that capture their attention. Staff encourage toddlers to splash in puddles in the garden, which they do excitedly with their friends. Older children learn about cause and effect when they investigate buttons on technology toys. Children acquire the basic skills in preparation for later learning, including starting school.

The provider ensures there are sufficient staff present to meet the required ratios. Staff provide safe play areas and appropriate resources for children. Children confidently explore the nursery and are comfortable enough in staff's care to ask for their favourite toys.

Staff remind children to use good manners and praise them warmly for their achievements. For example, they give children stickers to encourage them to try to use the potty and the children wear these proudly. Children are friendly and start to learn to resolve minor disputes independently, for example reminding each other of the need to share the toys.

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

- Staff assess children accurately and activity planning shows they are ambitious for what children should learn next. For example, they understand that children need to gain good control and coordination using their arms to enable them to learn to write, and so set out resources to support this. However, the provider does not monitor staff's practice effectively enough to ensure all children receive suitable challenge, stimulation and support. This has led to inconsistencies in teaching and learning. Staff do not routinely motivate children to take part in activities, develop their concentration and engage them in discussion.
- Staff know the children and their families well. They manage the younger children's care needs sensitively and promptly. Children are comfortable in staff's care and play contently. However, staff do not support all children's communication and language development effectively. Quieter children and those who may require additional support for their speaking sometimes play silently by themselves for long periods.
- Partnerships with parents are effective. The provider and staff share information about children's experiences at the nursery and suggest activities that parents

can try at home. The team works closely with parents to promote a consistent approach to children's care, for example using the same strategies to support children's potty training.

- Children learn to count and recognise numbers, developing appropriate mathematics skills. For instance, at snack time, staff encourage younger children to count, and help the older children to match numerals with quantities.
- The provider implements robust recruitment and vetting procedures to ensure all staff are suitable to work with children. New staff receive appropriate inductions to familiarise them with the nursery policies and daily routines.
- Staff promote children's health effectively. They teach children to wash their hands at appropriate times, provide healthy and balanced snacks and ensure children have frequent opportunities to play outdoors in the fresh air.
- The provider works in close partnership with some other settings the children also attend, to share information about their learning. However, this is not in place for all other settings that children attend, to support greater consistency in their experiences.
- Children play imaginatively, for example pretending to talk to their parents on toy telephones and making train noises as they push the trains along the tracks. Older children move their bodies to music and other children who watch them feel inspired to copy and join in.
- Since the last inspection, the provider has worked hard to improve safeguarding procedures and ensure staff give clear and consistent messages when managing children's behaviour. However, self-evaluation is not robust enough to help her identify any breaches of requirements promptly.

Safeguarding

The arrangements for safeguarding are effective.

The provider has made positive changes to the safeguarding procedures since the last inspection. For example, child protection records are organised well to enable those with lead safeguarding roles to monitor any patterns, and the provider has improved her knowledge of how to deal with any allegations against staff. All staff are able to recognise signs that a child's welfare may be at risk and understand the procedures to refer these to the relevant authorities. The provider liaises with parents to establish close partnership working that helps to keep children healthy and safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

monitor and improve the support and coaching for staff to raise the quality of teaching, to ensure staff consistently engage and challenge children and support them to concentrate during activities	18/11/2019
ensure staff routinely interact with all children, with particular regard to quieter children and those who require more support for their speaking skills, to develop their communication and language.	18/11/2019

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

- develop partnerships with all other settings attended by children, to exchange ongoing information about children's care and learning.

Setting details

Unique reference number	EY221987
Local authority	Cornwall
Inspection number	10109388
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	26
Number of children on roll	16
Name of registered person	Rendell, Sarah Jane
Registered person unique reference number	RP513277
Telephone number	01637 876293
Date of previous inspection	14 May 2019

Information about this early years setting

Kneehigh Pre-School Nursery registered in 2003 and operates from the outskirts of Newquay, Cornwall. The nursery provides free funded early education for children aged two, three and four years. It is open each weekday from 8am to 6pm for 51 weeks of the year. There are six members of staff. Of these, the provider/manager has early years professional status, one member of staff holds an appropriate degree and four hold qualifications at level 2 or 3.

Information about this inspection

Inspector
Sarah Madge

Inspection activities

- Observations were carried out on the staff and children during play and daily routines.
- The provider took the inspector on a tour of the nursery and talked about how they plan activities.
- The inspector and provider carried out a joint observation of an adult-led activity and held a meeting to discuss the requirements of the early years foundation stage.
- The inspector spoke with children, parents and staff to take account of their views.
- Documentation was sampled, including safeguarding records, and staff's suitability checks and training certificates.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019