

# Inspection of Tregony Pre school & Playgroup

Back Lane, Tregony, Truro, Cornwall TR2 5RP

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Inspection date:

6 November 2019

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is inadequate

Children are not safeguarded effectively. Weaknesses in recruitment, record-keeping and staff's knowledge of wider safeguarding issues put children at risk. Children do not always know how to manage their behaviour. Too often staff do not provide age-appropriate and consistent strategies to help them learn and adhere to the setting rules. Such action places children and others at risk. Children do not learn how to manage their feelings and they become easily upset and frustrated. They show a lack of respect towards the environment and each other. For example, some draw on the carpet or paint the resources. Others throw equipment on the floor, such as bicycle helmets. Staff do not encourage them to tidy them away or understand and change their behaviour.

Children are not fully engaged and motivated. Too often staff do not plan and implement activities that best meet children's needs and interests. This is particularly the case for younger children, which significantly inhibits the progress they are capable of making. The learning environment does not support children to experience success or help them to develop their full potential.

Children enjoy using technology to count the fireworks and feel proud when they have achieved this. Older children use sentences to talk about past events, such as bonfire night. Younger children confidently take staff by the hand and show them what they need.

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

- Managers do not rigorously evaluate all aspects of practice. Not all staff have appropriate suitability checks and their understanding of child protection is not robust enough. Staff do not have sufficient knowledge and understanding of how to identify and protect children from wider safeguarding issues. However, they do know who to report any concerns to should they feel a child is at risk of harm.
- Staff do not routinely know how many children they are responsible for when children first enter the setting. In addition, staff leave children unsupervised outside for short periods while they collect resources. These weaknesses place children at risk.
- Staff do not help younger children in particular to listen to or follow the setting rules, as staff do not provide consistent messages to help them learn about boundaries and expectations. At times, children wander off and become bored and disruptive. Staff do not ensure they work together to provide children with consistent guidance to support their understanding of what is expected of them. Children become upset and have minor conflicts with each other. In addition, staff do not teach children to develop a good understanding of how to keep

themselves and others safe.

- Managers and staff plan a range of activities for children. However, not all of these keep children motivated. For example, during group times, children sometimes lose interest, wander off and find another activity of their choosing due to boredom. Curriculum planning is not good enough to ensure children are regularly engaged with their learning and able to stick at it when they find things difficult. Consequently, too many children do not make the progress they should in their development.
- Managers carry out frequent staff supervisions to help staff develop some of their skills. However, the approach taken is ineffective and there are too many gaps in staff knowledge and understanding, for example, in keeping children safe.
- Staff have developed good working relationships with parents and other professionals. For example, opportunities for parents to access information about children's progress through an online system are in place and children borrow books to share at home. Children regularly meet the on-site teaching staff and often visit the school environment, helping them to become familiar with their new surroundings before their eventual move to school.
- Children have opportunities to develop an understanding of healthy lifestyles. They eat nutritious snacks and meals and have daily exercise in the outdoor environment. They take trips out in the local community and learn how to recycle items to protect the environment.

## Safeguarding

The arrangements for safeguarding are not effective.

Managers have not ensured all staff have an up-to-date suitability check and continue to be safe to work with children. Some staff are not alert to wider safeguarding issues to ensure children's welfare. Risk assessments are in place. However, the deployment of staff is not as effective as it could be to ensure children have consistent supervision outside. Staff do not teach children how to keep safe. Consequently, children do not listen to adults or follow instructions well enough. They do not have a good understanding of risk and do not know how to identify potential hazards.

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

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

	<b>Due date</b>
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ensure all staff have an up-to-date enhanced Disclosure and Barring Service (DBS) check to ensure they continue to be safe to work with children	12/11/2019
improve staff knowledge and understanding of wider safeguarding concerns in line with the Local Safeguarding Children Board, to help them rapidly identify any child protection concerns to ensure children's welfare	12/11/2019
improve systems of recording children's attendance to ensure all staff are aware of how many children are present on the premises in the event of an emergency	12/11/2019
deploy staff more effectively to ensure children remain under consistent supervision, particularly outdoors	12/11/2019
ensure all staff provide consistent and effective support and guidance for children to help them understand what is right and wrong, and to enable them to follow, adhere to and respect the rules of the setting and each other, particularly for younger children to keep them safe from potential risks	05/12/2019
improve the planning of educational activities to ensure children remain engaged, focused and motivated to help them make good progress in their learning.	05/12/2019

## Setting details

<b>Unique reference number</b>	102975
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10062220
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Tregony Playgroup Committee
<b>Registered person unique reference number</b>	RP904637
<b>Telephone number</b>	01872530643
<b>Date of previous inspection</b>	27 January 2016

## Information about this early years setting

Tregony Pre school and Playgroup registered in 1997 and operates from a designated classroom in Tregony Community Primary School, in Cornwall. The setting is open each weekday from 8.30am until 3.15pm, during term time only. It receives funding to provide free early education for children aged two, three and four years. There are six members of staff. The manager holds qualified teacher status, three staff hold qualifications at level 3 and two members hold a relevant childcare qualification at level 2.

## Information about this inspection

### Inspector

Joanne Steward

## Inspection activities

- The inspector observed a range of activities inside and outside, and spoke to children and staff throughout the day.
- A joint observation was held with the manager where the quality of teaching was discussed.
- Relevant documentation was looked at and discussed with the management team, including safeguarding policies and procedures and staff qualifications.
- The inspector spoke to parents and sought their views of the setting.
- A learning walk took place where planning and educational activities, and how these meet the needs of all children, were discussed with the manager.

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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