

Inspection of Lostwithiel Pre School Playgroup

Lostwithiel Pre School, Bodmin Hill, LOSTWITHIEL, Cornwall PL22 0AJ

Inspection date: 4 December 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children clearly enjoy their time in the setting. They are motivated to learn and keen to try to master new skills to help them with future learning. For example, children show great perseverance in the outdoor area where they have forest school. They learn to use the new swing and staff introduce mathematics, counting how many times the swing goes forward and backwards, as children patiently wait for their turn. Other children show a great sense of pride as they reach the top of the steep bank. They use tree roots to help pull themselves up. Staff have high expectations for children and praise their achievements. They make sure that parents know the what their children have achieved. Children build strong relationships with each other and the adults looking after them. They show high levels of confidence as they approach staff for help when making bird feeders, to hang them on the tree.

Children make good progress in their learning because the staff know them well. They have a clear understanding of what the children can do and what they need to learn next. Regular observations and assessments help them to plan effectively for the next stages in children's learning.

Children's health and well-being are well supported. They have good opportunities to play and exercise in the fresh air, and they enjoy healthy and nutritious snacks and meals. Children participate in regular physical activities to develop their large and small muscles.

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

- Children show high levels of confidence as they participate in a wide-range of activities linked to their interests. For example, children excitedly melt chocolate on the top of a can with a tea light before dipping their fruit in the chocolate. They show good control and understanding as staff explain about the tin getting hot and remind them not to touch it where the flame is. They patiently wait for their turn and thoroughly enjoy eating the chocolate fruit.
- Staff risk assess all areas used by the children effectively, including the forest school where they use tools such as a mallet and scissors. Children learn how to use the equipment safely and to take risks for themselves. For example, children use a new swing and recognise how high it can go before they are likely to fall off. Their confidence grows as they initially stay close to the bank, and staff monitor but allow children to take those risks.
- Management and staff implement good methods to monitor and evaluate their provision to make sure it is meeting the needs of children and their families. Parents report how much they value the caring and nurturing staff and the flexible childcare, and see the forest school as a big asset for their children. Staff

work closely with parents to make sure they are fully involved in their child's learning.

- Children's behaviour is good. They show kindness and concern for others, share well and understand the boundaries and expectations. Children listen and follow instructions well, particularly in the outside area where they have more freedom.
- Management and staff work well with other early years settings and other professionals to get a cohesive approach to children's learning and any support that they need. For example, the setting has been working closely with the behavioural specialist to support children who require extra help, to make sure their needs are being met.
- In general, staff use good teaching methods to help children make good progress in all areas of their learning. They clearly identify what the children know and are able to do, and what they need to help them to learn next. For example, staff put ideas on a white board and use their knowledge to plan for the next stage in children's learning. However, on occasions, they miss opportunities to extend children's learning even further.
- Staff support children in learning about healthy lifestyles. However, they do not always consider the risk of cross-infection, for example when changing children's nappies and the resources they use for the children to wash and dry their hands.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff have a good understanding of how to safeguard children. They implement policies and procedures effectively to ensure that staff respond quickly to any concerns about a child's welfare. There are good methods to ensure wider aspects of safeguarding are kept up to date. For example, online training. There are good procedures for recruiting new staff to ensure they are suitable to work with children. There are regular meetings to discuss training and safeguarding issues. Staff provide a safe and secure environment where children have the opportunity to take controlled risks and learn how to keep themselves safe.

What does the setting need to do to improve?

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

- use every opportunity to build on the good teaching methods to extend children's learning even further
- review hygiene procedures to minimise the risk of cross-infection.

Setting details

Unique reference number	EY422147
Local authority	Cornwall
Inspection number	10125966
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	20
Number of children on roll	14
Name of registered person	Lostwithiel Pre School Playgroup Committee
Registered person unique reference number	RP530393
Telephone number	01208 872243
Date of previous inspection	29 April 2015

Information about this early years setting

Lostwithiel Pre School Playgroup opened in 1969 and moved to premises at Lostwithiel Primary School in 2011. It is operated by a management committee. The pre-school receives early education funding to provide free places for children aged two, three and four years. It is open each weekday, between 8.45am and 3.30pm, during term time only. The pre-school operates two forest school sessions each week. There are eight members of staff employed to work with the children, seven of whom hold an appropriate early years qualification. One member of staff has qualified teacher status.

Information about this inspection

Inspector

Lorraine Sparey

Inspection activities

- The inspector spoke to parents to gain their views.
- The inspector completed observations in the playroom, outside area and forest school, talking to staff and children at appropriate times.
- The inspector held a meeting with the nominated individual to discuss their roles and responsibilities and how they support the running of the setting.
- The inspector completed a joint observation with the manager and discussed the quality of teaching.
- The inspector completed a learning walk with the manager, talking about how they use the environment and the curriculum they offer.

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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