

# Inspection of Pensilva Pre-School

Pensilva Primary School, School Road, Pensilva, Liskeard, Cornwall PL14 5PG

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Inspection date:

7 February 2020

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is inadequate

Children are at risk of harm due to breaches in safeguarding and child protection requirements. Children arrive at the setting eagerly, and are ready to play. They explore the room with enthusiasm and happily wave goodbye to their families. Staff listen to children's views. Children are able to make decisions and choices, such as selecting their choice of story by voting. Staff consider children's transitions to school thoughtfully, and help children to develop a sense of belonging and responsibility. For example, staff give children rewards such as 'Star of the week' or the opportunity to be the 'helper' with routine tasks.

Managers have a clear vision for the curriculum provided, and staff take direction from the children in their play. Children have access to a wide range of resources, which helps them to make choices about their own play. Children have opportunities to use and practise mathematical language. For example, they use 'full', 'empty' and 'halfway' as they explore water and oats. Staff get involved in children's play. They adapt their teaching to children's individual needs to extend their learning, for example incorporating children's interest in writing within an obstacle course activity. This helps to build children's confidence and engages them in their activities.

Children demonstrate very secure attachments to the staff, who are sensitive to their needs. This secure relationship builds children's self-confidence and well-being, so children are happy, confident and ready to learn. Children have high levels of concentration and are not afraid to try new things for themselves. They show perseverance during difficult tasks. Staff have high expectations for children's behaviour and use effective strategies to teach children how to behave. For example, staff use timelines and timers to support children who might struggle with transitions during the daily routine.

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

- A failure to keep up to date with changes in legislation relating to safeguarding and child protection has a significant impact on the safety and well-being of children. The provider and the managers are unaware of the correct procedures to follow if an allegation is made against a member of staff. This puts children at risk of harm.
- Parent partnerships are very strong, and parents speak very positively about the setting. Staff provide advice and support to parents. For example, they use a consistent approach with parents for potty training and healthy eating. The setting provides 'home packs' for children if they are going to be absent for a couple of weeks. These may include topics covered in the setting, with some resources for activities that they can do at home. This helps children to feel

included when they return as they are invited to share their experiences with their peers. Managers communicate with parents in a variety of ways, including through newsletters, information stands and social media, so parents feel well informed.

- Staff understand the importance of teaching children to recognise their feelings and emotions. For example, they talk to children about how characters in stories might feel. Staff support children to share using effective strategies, such as suggesting they use a timer to indicate when it is another child's turn and using a reward system. Children are able to use these skills and strategies independently in their play with their peers. This has a positive impact on children's behaviour and attitudes to learning. Children are highly motivated and play together cooperatively.
- Staff have an in-depth knowledge of each child's strengths, needs and backgrounds before they start at the pre-school. Managers ensure that if children require additional support, this is identified promptly and adaptations to practice are implemented. Staff work closely with parents and other professionals to provide children with consistent support for their individual needs. Staff know all children well and identify appropriate next steps in learning to build on during activities, to help children make good progress.
- Staff provide opportunities for children to take risks. They encourage children to consider whether situations are safe, to teach them how to recognise and manage risks safely. Children support each other to help keep their friends safe. For example, on the climbing frame they talk to each other about who needs to go next and where they should place their feet. Children have opportunities to discover the effects of exercise on their bodies and learn how to keep healthy, such as during yoga or dance sessions.
- Managers ensure that staff take responsibility for different areas of the pre-school environment. For example, one member of staff oversees the book area and plans a range of reading materials including comics, non-fiction books and rhymes. Children show an interest in books. Staff support them to recall parts of stories as they play and recreate these in the puppet theatre.
- Managers reflect on the setting to review the overall effectiveness and complete observations of staff's practice. However, there is little reflection or discussion to support and improve the quality of staff's teaching practice.
- Staff have high expectations and support children to solve problems by themselves. For example, they ask children to think about how to stabilise an obstacle course they have created. Staff praise and support children's ideas and encourage children to test them out. Children are able to transfer their problem-solving skills into their play, which gives them confidence to persevere at difficult tasks independently.

## Safeguarding

The arrangements for safeguarding are not effective.

The safeguarding policy is not in line with the Local Safeguarding Children Partnership. Managers have a lack of understanding of the appropriate response

and action to take should there be an allegation about a member of staff. The provider lacks knowledge of the information that needs to be notified to Ofsted. This puts children at risk of harm. Staff deployment is good and contributes to effective supervision of children. Staff are confident in identifying the potential signs of abuse in relation to children and the procedures to follow to share their concerns with designated safeguarding leads. They have a good understanding of wider safeguarding issues.

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

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

	Due date
ensure safeguarding policies reflect the Local Safeguarding Children Partnership procedures regarding the action to take for any allegations against staff	28/02/2020
ensure leaders know the correct procedures to follow if an allegation is made against a member of staff.	21/02/2020

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

- develop support and coaching for staff to further improve teaching to the highest level, with particular regard to children's communication and language.

## Setting details

<b>Unique reference number</b>	102839
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10126057
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional 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>	34
<b>Name of registered person</b>	Pensilva Playgroup Committee
<b>Registered person unique reference number</b>	RP910531
<b>Telephone number</b>	07890023924
<b>Date of previous inspection</b>	6 October 2015

## Information about this early years setting

Pensilva Pre-School is a committee-run setting. It registered in 1991 and is situated in the grounds of Pensilva Primary School in the village of Pensilva, Cornwall. The pre-school is open Monday to Friday from 8am until 3.15pm, during term time. It receives funding for children aged two, three and four years. The pre-school employs seven members of staff, six of whom are qualified to at least level 3.

## Information about this inspection

### Inspector

Vicky Smith

### Inspection activities

- A tour of the pre-school was completed by the inspector and the manager, and they discussed the curriculum and the organisation of the environment.
- The inspector spoke to children and parents to take account of their views.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- An observation of staff practice was completed by the inspector and the manager.
- A sample of documentation was viewed, including policies, certificates and suitability checks.

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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