

Inspection of Grampound Road Pre School

Sir Robert Harvey Memorial Hall, Grampound Road, Truro, Cornwall TR2 4EE

Inspection date: 10 March 2020

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

Children are happy and arrive at the pre-school eager to learn. Children settle well, and staff implement effective settling-in procedures for new children. This helps children form good bonds with staff from the outset. Staff work closely with parents to get to know them and their wider family, which supports children's emotional development well. They gather information about children's lives outside of the pre-school. When children first start, staff obtain information from parents about the things children enjoy and can already do and this helps them to identify children's starting points. Parents are complimentary about the service they receive.

Staff support all children's learning and development well, including those children with special educational needs and/or disabilities (SEND). All children make good progress during their time at the pre-school. Staff promote children's independence very well in everyday activities. This is helping children develop particularly well in enabling them to manage their own self-care in preparation for starting school.

Staff are dedicated and enthusiastic in their teaching and are led well by a manager who works hard to ensure all children benefit from good-quality teaching and care. The staff team is well established and secure. This helps keep staff morale high and means there is good continuity of care for children. Staff have regular opportunities to enhance their professional development, such as through accessing a range of training.

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

- Staff provide safe and stimulating environments for children. They plan activities and create play areas that cover all areas of learning and capture children's interests well.
- Staff support children's personal, social and emotional development well. Staff are good role models for children. They use positive behaviour management strategies, such as praise and encouragement, to keep children engaged and motivated. Staff understand children's individual needs and adapt their behaviour approaches accordingly, to help each child succeed. This helps create a calm atmosphere.
- Staff extend children's language and literacy skills well. For example, children register themselves for 'café snack' and find their own chair with their name displayed on. Staff model new vocabulary to children regularly. Staff use opportunities as they arise in play to extend children's learning, for example, encouraging them to write their own name on their artwork. Staff are less accomplished in the teaching of phonics. At times, staff do not ensure what they teach is complementary to what children will go on to learn at school, and they

do not always pronounce the letter sounds accurately enough.

- Children learn very well to respect others. They take turns well and gain good social skills for their future lives. For example, older children help younger children during activities, such as by holding their hands to assist them to balance as they walk across logs in the garden.
- Staff have built links with the village school. They invite teachers into the pre-school to meet children prior to them starting school and share information with them about children's learning and development. This supports transition into school for some children at the setting. However, this is less successful for children who move on to schools outside the village. Therefore, transition arrangements for some children are not effective enough to ensure they offer complementary experiences that prepare children well for the move to school.
- Staff provide children with a good range of opportunities to be part of the local community and celebrate cultural and local events. For example, they learn about Cornish history. This enhances children's knowledge of people and communities well. There is scope to enhance this further to help children understand similarities and differences in a wider range of cultures and traditions beyond their immediate experience.
- Staff teach mathematics well. They incorporate mathematical learning into a range of daily activities. For example, at 'café snack' time children learn about halves and quarters and count pieces of fruit. Staff teach children number recognition and counting skills well. This is helping children develop a good range of mathematical skills and children show an interest in mathematics.
- Overall, staff work effectively with a range of professionals and agencies to meet the needs of children, particularly those with SEND. They ensure they work consistently to help children achieve personalised targets. However, they are not always as successful in working with other early years settings children attend to ensure they continually exchange information and offer continuity of care and learning for children.
- Children show delight in play outdoors. They explore nature as they search for living things and examine insects they find using magnifying glasses.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to safeguard children and protect them from harm. They have a good knowledge of child protection issues, including the signs that may indicate a child is at risk of harm. Staff know how to respond should they be concerned about the welfare of a child in their care. The manager ensures staff have regular training to keep their knowledge up to date. Policies and procedures for safeguarding are well understood and implemented consistently by staff. The pre-school is safe and clean, and staff implement robust risk assessment procedures.

What does the setting need to do to improve?

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

- further strengthen partnership working with schools and other settings children attend, to promote complementary learning experiences for all children and enhance the transition arrangements for children moving on to school
- ensure staff sharply tailor their teaching techniques for phonics to help all children learn the letters and their sounds correctly, to prepare them for what they will go on to learn at school.

Setting details

Unique reference number	102909
Local authority	Cornwall
Inspection number	10062217
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	17
Name of registered person	Grampound Road Pre School Committee
Registered person unique reference number	RP517736
Telephone number	01726 884373
Date of previous inspection	12 January 2016

Information about this early years setting

Grampound Road Pre School registered in 1991. The pre-school is open Monday to Thursday from 8.30am to 3pm, and Friday from 8.30am to midday. It runs during school term times only. The pre-school is in receipt of funding to provide early education for children aged two, three and four years. The pre-school employs three members of staff to work with the children, all of whom have appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Dominique Allotey

Inspection activities

- The inspector held discussions with the manager at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching, inside and outside.
- The inspector looked at relevant documentation, including staff suitability to work with children.
- The inspector completed a learning walk with the manager across all areas of the pre-school to understand how the curriculum is organised.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents, children and staff spoken to on the day of the inspection.

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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