

Inspection of Wesley Pre School

Wesley Chapel Hall, St. Francis Road, Indian Queens, St. Columb TR9 6QW

Inspection date: 19 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure and confidently explore the variety of spaces at this pre-school. They have opportunities to play inside and outside, including at the forest school. Staff support children to make independent choices and take appropriate risks. For example, children choose to plant seeds and trees, play with water and play dough or explore sensory trays.

Children are eager and motivated to join in and have high levels of self-control. They have respect for one another and listen to adults, responding quickly to their instructions. For example, they take turns playing games, such as 'Duck Duck Goose' and 'What's the time Mr Wolf', showing an excellent understanding of how to follow the rules and cooperate with one another.

The setting has high expectations and staff support children well, including those with special educational needs and/or disabilities, to make good progress in their learning and development. This helps to prepare children with the necessary skills and knowledge for later learning.

The setting has made some changes as result of the COVID-19 (coronavirus) pandemic to ensure children's safety. For instance, children no longer participate in cutting fruit for everyone to share at snack time to avoid cross-contamination. However, staff continue to provide opportunities for children to use appropriate knives to cut vegetables as part of the activities offered to ensure they are gaining these skills.

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

- Children's behaviour is exemplary as a result of clear and consistent expectations reinforced by staff in a kind and respectful way. Children are caring towards one another; for instance, offering to share toys and looking after their friends when they fall over.
- Staff provide children with a wide range of opportunities to develop their physical skills. For example, children enjoy digging, peeling vegetables, transporting water in large containers, making pretend salads and balancing on beams. They are physically active and show good levels of control and coordination.
- Staff encourage children to be independent in their self-help skills and, as a result, children are learning rapidly how to take care of themselves. For example, they find their own belongings, return plates and dishes after eating, make good progress in toilet training and know when to wash their hands.
- Leaders have good intentions to support children's language development. Children are able to recall what happens in stories and they are learning to

recognise the initial letters of their names. However, staff are not clear about what words they want children to know and understand, and therefore miss opportunities to extend their vocabulary.

- Parents speak highly of the setting and staff keep them up to date with their children's progress. Parents understand the skills their children are learning and are particularly happy with the forest school provision on offer.
- Staff support children to be healthy and make good choices about their diet. They encourage children to select the healthier options in their lunch boxes and teach them where their food comes from, for example through planting seeds to grow their own vegetables. Children reflect an understanding of what food is good for them in their play, for instance when making 'lovely healthy salad'. Staff guide parents on what constitutes a healthy lunch and provide children with fruit and vegetables at snack time.
- Children have opportunities to learn about their own community. For instance, they point out local features on the walk back from forest school and learn about Cornish celebrations. However, there are less opportunities for children to learn about other cultures different to their own and to gain a wider understanding of the diverse country that they live in.
- Staff provide good opportunities for children to develop their understanding of mathematical concepts. Children learn to count pebbles and pieces of fruit, identify shapes, use scales and estimate how high plants will grow.
- Leaders value the staff at the setting and the important work they do with the children. They consider staff well-being at all times.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure staff keep their child protection knowledge up to date. Staff know the signs that may indicate a child is at risk from harm. They understand how to report concerns about a child's welfare. When recruiting new staff, leaders follow a thorough process to ensure staff are suitable for their roles. Staff ensure that children are safe in the setting and respond quickly to identify and remove any potential hazards.

What does the setting need to do to improve?

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

- further support the development of children's language skills and help them to learn and understand new vocabulary
- provide opportunities for children to learn about people, families and communities beyond their own to broaden their understanding of diversity.

Setting details

Unique reference number	EY553552
Local authority	Cornwall
Inspection number	10174355
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	39
Name of registered person	Community Kernow CIO
Registered person unique reference number	RP553551
Telephone number	01726860997
Date of previous inspection	Not applicable

Information about this early years setting

Wesley Pre School registered in 2017 and operates from the Wesleyan Chapel Hall in Indian Queens, Cornwall. The pre-school is open from Monday to Friday between 9am and 3pm during term time only. It provides forest school sessions on Wednesday and Friday mornings. The pre-school receives early education funding for children aged two, three and four years. There are 12 members of childcare staff, seven of whom hold appropriate early years qualifications, including one with early years professional status.

Information about this inspection

Inspector
Den Russell

Inspection activities

- This was the first routine inspection of the setting since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in her evaluation of the setting.
- The manager and the inspector went on a learning walk across all areas of the pre-school and discussed how the early years provision and curriculum are organised.
- The manager and the inspector jointly observed and evaluated an activity.
- The nursery manager and pre-school leader discussed the leadership of the setting with the inspector.
- The inspector spoke to children and parents to gather their views.

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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