

# Inspection of Pensilva Pre-School

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

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Inspection date: 19 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Due to COVID-19 (coronavirus), staff have changed the arrival and collection procedures and parents no longer enter the pre-school. However, staff welcome them and the children warmly, so children feel secure and arrive happily. Children eagerly seek out staff and their friends to talk to and quickly settle with an activity. Staff provide an attractive play area that offers children a wide range of stimulating activities and toys to choose from. They have high expectations for children and provide good support. Children concentrate well and develop a positive attitude to learning.

Children behave extremely well and are exceptionally confident. For example, they offer to make up a story and proudly act it out in front of the staff and other children. They remind staff to give them praise when they follow staff's instructions and enthusiastically show off their dance moves to their friends. Children have high levels of resilience and determination to complete tasks for themselves. For instance, two-year-old children turn down offers of help and persevere as they try to open food packages until they succeed.

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

- The manager has a clear vision for the curriculum and involves the staff team in the planning and organisation of the pre-school. They work well together to take responsibility for developing the different areas. On occasion, staff do not recognise when to challenge the older children further in order to extend their learning as effectively as possible.
- Staff have completed training about how to use stories to target children's communication and language and personal, social and emotional development. Children really enjoy the new story sessions, which have had a significantly positive impact on their confidence and well-being.
- Staff know the children very well and form close relationships with them. They play and talk with children, which helps children to feel valued. Staff make good use of lunchtimes as a social occasion, giving children their full attention and showing interest in what they think and say. Children learn from staff how to be friendly, calm, polite and respectful of others.
- Children behave superbly, develop exceptional social skills and are aware of how the people around them might be feeling. All children, including the two-year-old children, learn to recognise and manage their feelings expertly and to understand the impact their actions may have on others. They talk calmly and clearly about how they feel and confidently suggest how to help others feel happier. For example, children kindly offer to play with other children when they notice they are alone and give hugs to cheer people up.
- Staff assess children accurately and understand how children learn and develop.

For example, staff focus on supporting children's control and coordination in their hand movements before helping them to write. Staff plan realistic targets for children's learning and use their interests to engage them in activities. All children make good progress in preparation for later learning, including starting school.

- Staff model language effectively during their discussions with children and teach them new words to extend their vocabulary. For example, children remind others what 'glad' means and talk about colours that 'match'.
- Staff provide good support for children's health and hygiene. They remind children to drink throughout the day and stay in the shade when it is hot. Children benefit from lots of opportunities to exercise and be physically active to develop their strength and balance. The manager has plans to introduce activities that teach children about the importance of oral health.
- The manager and staff have a secure understanding of how to support children who may require additional help and those with special educational needs and/or disabilities. They consider children's individual needs when planning how to spend additional funding to target any gaps in learning promptly and successfully.
- Staff work with parents effectively to promote children's learning at home. For example, they offer parents books to take home to read with their children. However, staff do not form close partnerships with all other settings attended by the children in order to enable consistency in their care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff have a secure understanding of their responsibilities to safeguard children. Staff have completed relevant training and recognise the signs that may indicate that a child is at risk of harm. They know how to report and refer any concerns. Those with lead safeguarding roles understand how to manage any concerns raised to them, including liaising with the relevant authorities. The manager and staff carry out risk assessments effectively to ensure the premises are safe and secure for children.

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

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

- provide more challenge to extend the older children's learning further and help them make as much progress as possible.
- form close links with all other settings that are attended by children to provide consistency in their experiences.

## Setting details

<b>Unique reference number</b>	102839
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10147362
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	32
<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>	7 February 2020

## Information about this early years setting

Pensilva Pre-School 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 4.30pm, during term time. It receives funding to provide free early education for children aged two, three and four years. The pre-school employs six members of staff, all of whom are qualified to at least level 2.

## Information about this inspection

### Inspector

Sarah Madge

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector spoke with children and parents to take account of their views.
- Children and staff were observed throughout the day.
- The manager and inspector observed an adult-led activity together to discuss the quality of teaching and learning.
- Staff spoke with the inspector about the pre-school's procedures and how they plan for and assess the children's progress.
- The inspector and manager held a meeting to discuss the running of the pre-school and the policies and procedures.

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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