

Inspection of Kneehigh Pre-School Nursery

Tretherras Road, Newquay, Cornwall TR7 2RE

Inspection date: 16 July 2021

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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in this setting. They arrive keen to learn, and excited to see and play with their friends. Children quickly engage in the activities on offer within the well-organised room and outside play areas. They develop strong relationships with the caring staff team. Due to the COVID-19 (coronavirus) pandemic, parents and carers do not currently enter the main playroom. However, staff ensure they share essential information at drop-off and collection times, in the reception area. They have further conversations by telephone at a later time to talk about children's achievements and any requests for support the parents may have. As a result, staff know children and their families very well. Parents comment on the friendly and welcoming staff.

Staff observe and accurately assess what children know and can do. They use this information to progress individual children's development very well. Children's behaviour is very good. They listen to staff and respectfully respond to their instructions. Children of all ages play alongside each other amicably. They confidently share and take turns. Staff use successful strategies to support children who speak languages other than English at home. For example, children have access to a range of bilingual books, and resources and wall displays are labelled in their home language.

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

- Staff provide very good support for children who need additional help. Staff work closely with parents and professionals to create an action plan which focuses on the skills children need to practise. Staff plan a range of learning opportunities which are developmentally appropriate. As a result, children build on their prior knowledge and acquire new skills.
- Children have great opportunities to learn about the natural world. For example, children watch caterpillars change into chrysalides and then emerge as butterflies, in a purpose-built mesh habitat. Children paint pictures of what they see and these are displayed on the wall. Children recall the events and talk about how they made nectar to feed the butterflies. This interest is further extended and children now have stick insects in a ready-made cage. Children know stick insects need a diet of fresh leaves. These exciting hands-on experiences provide children with the knowledge about living creatures.
- The enthusiastic manager/owner leads a well-qualified and experienced team. They work very well together. They identify what they intend children to learn next and complete weekly planning. For example, they recognise the importance of teaching children about rhythm recognition and response. They plan to provide opportunities to create sounds by banging, shaking, clapping or blowing. However, staff do not always adapt their teaching approach to ensure there is

effective implementation during all activities. As a result, some children do not learn what is intended.

- Children receive good support to enjoy a healthy diet. The snacks and cooked midday meal provide wholesome and nutritious choices. Children enjoy developing their physical skills to make their own sandwiches. They confidently use a grater and excitedly comment on the increasing size of their mound of grated cheese. They follow instructions well and know how to use a knife safely to spread and to cut. The manager is proud of their involvement in a county-wide scheme to promote healthy lifestyles.
- Children have free-flow access to a well-resourced outdoor learning environment. Staff plan an exciting and challenging range of activities. Children problem-solve together to find out the best way to build walls, using life-size construction objects, such as bricks and plumbing pipes. Children enjoy painting their hands to make colourful prints on a hanging sheet. Well-trained staff teach children step-by-step phonics. Children show they recognise letters and say the sounds they represent. Staff teach children how to blend individual sounds together to say a whole word. Children make good, and often very good, progress across the curriculum.
- Partnerships with parents and carers are very good. Staff share information about children's learning and how to support them at home to develop further. Parents comment about the valuable support to help them with settling into the community, and the 'family ethos' they enjoy.

Safeguarding

The arrangements for safeguarding are effective.

Staff use effective systems to keep children safe. For example, they use small two-way radios to keep in contact with each other. This ensures staff know the whereabouts of children at all times, inside and outside. All staff are up to date with the safeguarding training and their knowledge and understanding is regularly tested. As a result, all staff know the procedures to follow to keep children safe while in their care. Staff have put in additional hygiene measures following guidance due to the COVID-19 pandemic. Children and staff know the importance of handwashing upon arrival and at regular times during the day.

What does the setting need to do to improve?

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

- support staff to adapt their teaching approach to ensure there is effective implementation of the curriculum, to raise the quality of children's learning further.

Setting details

Unique reference number	EY221987
Local authority	Cornwall
Inspection number	10127859
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	26
Number of children on roll	22
Name of registered person	Rendell, Sarah Jane
Registered person unique reference number	RP513277
Telephone number	01637 876293
Date of previous inspection	7 October 2019

Information about this early years setting

Kneehigh Pre-School Nursery registered in 2003 and operates from the outskirts of Newquay, Cornwall. The nursery provides free funded early education for children aged two, three and four years. It is open each weekday, from 8am to 6pm, for 51 weeks of the year. There are five members of staff. Of these, the provider/manager has early years professional status and an appropriate degree, one member of staff holds qualifications at level 5 and three hold qualifications at level 3.

Information about this inspection

Inspector

Linda Williamson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed an activity and evaluated this with the manager.
- The inspector spoke to the staff and children at appropriate times during the inspection.
- The manager and the inspector completed a learning walk together to look at how staff plan the curriculum to meet children's needs and development.
- The inspector viewed some documentation, including training certificates, the attendance register and insurance.
- The inspector spoke to parents to gain 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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