

Inspection of Illogan Preschool

Churchtown, Redruth TR16 4SW

Inspection date:

12 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The curriculum is not sufficiently ambitious or well designed for all children. This means that some children do not develop the knowledge and skills they need for the next stage in their learning. However, children make choices in their play and learning from the activities and experiences on offer in the setting. They show excitement to take part and have a go. Children are happy and settle well. Overall, they separate from their parents and carers confidently. If some children find this more difficult, staff offer reassurance.

Staff promote children's confidence and independence well. All children are encouraged to wash their hands on their own. Older children put on their coats independently before they go outdoors. Children are beginning to learn about good oral health through activities such as practising teeth brushing on model teeth. Children behave well. They are reminded by staff to take turns and share the resources and staff praise them for their efforts. Children say 'please' and 'thank you' when they ask for resources and staff are quick to thank the children for using 'lovely manners'.

Parents do not currently enter the premises due to the COVID-19 pandemic. Staff who answer the door tell parents how their children have been. Parents receive regular electronic feedback on their child's individual learning and development.

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

- The quality of teaching and children's overall experiences in the pre-school are variable. Staff do not always receive support and guidance to help them implement a curriculum that meets children's developing needs. Children are not always engaged and challenged as well as they could be, so that all make good progress in their learning. For example, at times, there are limited activities and resources, particularly outside, to support children's learning fully. However, children engage well in 'fun fit' activities. For example, they follow instructions well to complete 10 star jumps. They enjoy jumping and skipping as they learn to identify different colours.
- Staff do not always address misconceptions and challenge children's learning. During an activity to help children's understanding of plastic pollution, staff direct the children to remove all the plastic from the water tray, but some children remove the plastic toys as well as the plastic packaging without clear guidance from staff.
- There are some good opportunities for children to develop their language skills. For example, staff model new words, such as 'bumpy', as children explore the texture of dough. However, staff do not always allow children enough time to think and respond to questions posed.

- The manager and staff offer support to children with special educational needs and/or disabilities (SEND). Children receive the support they need to make some progress in their learning, such as one-to-one time and specifically designed activities. For example, weighted resources are used to support children's sensory needs. Partnerships with parents are good. Parents speak highly of the pre-school. Staff identify children who may have SEND through their observations. They take action to help families access relevant services from other agencies, to ensure that children with a specific need are appropriately supported.
- Staff promote children's understanding of healthy lifestyles well. Children benefit from nutritious snacks. Children with dietary requirements and allergies are kept safe. Staff know how to respond to a child should they have an allergic reaction. Children learn about oral health. They successfully demonstrate how to clean 'Mr Teeth's teeth' using a manual toothbrush and tooth paste.
- Children learn about the world around them and they take part in a range of activities that promote their understanding of the world. For example, they have recently explored how some cultures celebrate Diwali.
- Children behave well. Staff effectively support children with turn taking and sharing. Older children consistently remember to use good manners and take turns with the equipment when playing with and exploring the dough. They are confident to ask for additional resources, such as Christmas cutters, which support their creative ideas even further. Children begin to recognise and talk about their emotions when using the emotion blocks.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge and understanding of all aspects of child protection. Managers ensure that staff undertake regular safeguarding training so their knowledge remains current. Staff confidently describe the signs that indicate that a child may be at risk of harm or extreme behaviours. Staff also understand the procedures to follow if they are concerned about the practice of another member of staff. They know how to report these concerns within the pre-school and to relevant safeguarding agencies. The manager has robust recruitment and selection procedures in place to help ensure that those staff working with children are suitable to do so. The setting is safe and secure and the manager has good systems in place to ensure that children are kept safe while they are at the setting.

What does the setting need to do to improve?

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

	Due date
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implement an effective curriculum that supports children's learning experiences and consistently builds on what children already know and can do.	10/12/2021
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To further improve the quality of the early years provision, the provider should:

- develop opportunities for children to develop their language skills through strong adult interactions.

Setting details

Unique reference number	EY557236
Local authority	Cornwall
Inspection number	10175238
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	25
Name of registered person	Murton, Tracy Louise
Registered person unique reference number	RP557235
Telephone number	01209843386
Date of previous inspection	Not applicable

Information about this early years setting

Illogan Preschool originally registered in 1969 and reregistered under private ownership in 2018. The pre-school operates from the grounds of Illogan Primary School in the village of Illogan, near Redruth in Cornwall. The pre-school is open five days a week from 9am to 3pm during term time only. The pre-school receives funding to offer early education places for children aged two, three and four years. A team of three staff is employed to work with the children. The owner/manager holds a qualification at level 5, one member of staff holds a qualification at level 4 and one member of staff holds a level 3 qualification.

Information about this inspection

Inspector

Stephanie Ayres

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 provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector had a learning walk of the areas used by the children and discussed the setting's curriculum.
- The inspector observed interactions between staff and the children and reviewed the impact on the quality of education for children.
- Parents' views were taken account of by the inspector.
- The inspector spoke to children about their play and learning.
- The inspector sampled the required documentation, including staff's suitability.

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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