

Inspection of Nancledra Preschool

Nancledra Preschool, Nancledra Penzance, Cornwall TR20 8NB

Inspection date: 1 March 2022

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 develop close and trusting bonds with their key person and other staff. They seek cuddles for reassurance and comfort, helping them settle and feel secure. Babies follow familiar routines from home, including when and where they sleep. This helps to support smooth transitions for all children. Older children enjoy dancing and moving to music, helping to strengthen their core muscles and coordination. They sing along to familiar rhymes and songs, contributing to the language-rich environment.

Children confidently choose activities and equipment that interest them. They spend long periods immersed in their play and exploration. Children welcome the involvement of the attentive staff. They repeat their actions, such as rolling and pinching play dough to develop their finger and hand strength. Children show good dexterity and use small tools, such as cutters, with confidence.

During the COVID-19 pandemic, the manager has maintained contact with children and their families to check on their well-being and support children's learning. For example, staff read stories for those children who could not attend and encouraged parents to share their observations of children's development at home.

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

- The well-thought-out curriculum supports all children to move towards their current learning goals. Staff have high expectations of what every child can achieve. They make effective use of individual children's observations and assessments to plan a range of activities. However, at times, staff do not provide extra challenge for children and build on what they already know and can do, to extend their learning to the highest possible level.
- Staff support children who speak English as an additional language well. They use children's home languages alongside speaking English, to help deepen children's understanding and extend their English vocabulary. Children develop good speaking skills and quickly gain a good command of English.
- Key persons know their key children well. They speak about the children with genuine affection and interest. However, occasionally, staff do not know what all children in their room need to learn next, to enable them to adapt their teaching with children consistently to the highest levels.
- Staff are good role models. They model the behaviour they expect and support children to behave well. The positive praise and encouragement from staff successfully raise children's self-esteem.
- Partnerships with parents are good and parents speak highly of the staff team. Parents say that staff have 'a caring mindset' and 'are invested in the children'. Through daily discussions with staff, parents know what their children are

achieving and work with staff to meet children's needs. However, some parents are less aware of their children's individual next stages of development, which does not support them to build on these skills at home.

- Staff have good links with a range of external agencies and wider professionals. They seek help and advice when needed to benefit children, including those with special educational needs and/or disabilities, and ensure their needs are well met. These effective partnerships help staff to monitor children, set targets to implement and support children to make the best progress they can.
- The manager monitors staff's performance well, for instance through regular appraisals and supervisions. She identifies any areas where staff may require further development and takes action, to help maintain good-quality education for children. Staff take part in regular training to develop their knowledge and skills. They share their learning from training during staff meetings to benefit all staff and enhance their professional development.
- The committee provides strong governance for the staff team. Committee members understand that they are responsible for guidance, support and decision-making. They have clear roles and responsibilities and demonstrate a good focus and plan for ongoing improvement. Committee members visit the setting regularly and the manager attends committee meetings.

Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about the signs that may indicate a child is at risk of harm. They know how to respond to and report safeguarding concerns, including allegations against staff members. Staff conduct thorough risk assessments of the setting to help keep children safe. For example, they ensure access to the setting is secure and check visitors before entering to protect children's welfare. Strict procedures are in place to ensure children who have food allergies are protected from harm. Staff deployment is effective. Children receive good levels of supervision throughout the day. There are robust procedures for checking staff's initial and ongoing suitability to ensure they are fit to work with children.

What does the setting need to do to improve?

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

- help staff identify how they can build on what children already know and can do, to extend their learning to the highest possible level
- strengthen the systems for sharing information with all parents and staff about what children need to learn next and support them to build on these skills.

Setting details

Unique reference number	EY216580
Local authority	Cornwall
Inspection number	10062224
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	0 to 10
Total number of places	26
Number of children on roll	58
Name of registered person	Nancledra Pre-School Playgroup Committee
Registered person unique reference number	RP901975
Telephone number	01736 740 021
Date of previous inspection	19 January 2016

Information about this early years setting

Nancledra Preschool is a committee-run group and registered in 2002. It operates in Nancledra, in West Cornwall. The pre-school is open Monday to Friday, from 7.45am until 5.15pm, all year round, except for bank holidays and two weeks at Christmas. It provides wraparound care for children before and after school during term time, from 7.45am to 8.40am and from 3.15pm to 5.15pm. The pre-school receives funding to provide free early years education for children aged two, three and four years. There are 13 members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate childcare qualification at level 7, four hold qualifications at level 5, four hold qualifications at level 3 and two staff are qualified to level 2.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and the inspector carried out a learning walk. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The manager and the inspector observed and evaluated an activity.
- Children and staff spoke to the inspector at appropriate times throughout the inspection.
- The inspector took account of the views of parents through discussions and written comments.
- Leadership and management meetings were held throughout the inspection, during which the inspector viewed relevant documentation. This included evidence of the suitability of staff.

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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