

Inspection of St Keverne Pre-School Playgroup

St. Keverne CP School, School Hill, St. Keverne, Helston, Cornwall TR12 6NQ

Inspection date: 14 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 are happy and engaged in learning in this welcoming pre-school. They feel secure and safe as they have close bonds with all the staff. Children learn to be independent and enjoy doing things for themselves, for example putting their shoes on for outside play and putting toys away at the end of a session. The staff support and encourage children's self-help skills. This builds children's self-esteem and confidence.

The curriculum is focused to ensure children make good progress in their learning. It focuses on supporting their emotional and language development. Staff know the children very well as it is a small pre-school. They use this knowledge to support children's next steps as they play. For example, children take risk and challenge knowing support is nearby. Outside, they explore climbing and balancing. Children quickly become successful. They persevere with challenges as adults are close by offering encouragement.

Parents no longer enter the pre-school since the start of the COVID-19 pandemic. They drop children at the door, which has created a calmer start to the day. Children behave well and know the routine. Staff support potential conflict and help children resolve arguments. Children are polite and kind to one another. For example, a child fetches resources to help her friend create a castle.

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

- Partnerships with parents are very effective. Parents feel valued and supported. They know their children happy and make good progress. Staff share children's achievements and next steps electronically and through discussion. Parents are encouraged to share their children's achievements from home. These are then incorporated into the planning.
- The manager and staff have high expectations for children. They plan a well-sequenced curriculum that stems from children's interests and needs. The curriculum is sharply focused to help children to manage feelings and develop their language. Staff use activities to help children understand and manage their feelings. Children use a visual timetable to help them understand the routine. This creates a calm atmosphere as they know what happens and when, including home time, which is important to some.
- Children learn new words rapidly as staff model language well. Staff add narrative to children's play. For example, children are exploring magnets. Staff ask if they can make the line of collected items longer. Children excitedly add more magnetic items to the magnet and call out in delight. Staff help children to count and use mathematical language for more and less. Children learn about shapes as they explore play dough. Sometimes adults do not challenge older

children. They do not always offer older children opportunities to solve problems and develop their critical thinking.

- Children build on what they know and have learned. For example, staff use a display of family photos to help children build a model of their village. They draw children's attention to the farm and ask them what keeps the animals safe in the field. Children quickly shout out 'a wall'. They find small bricks to construct a wall. Children are deeply involved in this activity. This is because it is using their knowledge from outside the pre-school.
- Children develop a good understanding of healthy lifestyles. They are supported to take risks safely. For example, a child is using scissors to cut paper, and an adult reminds them that scissors are sharp and they must always point them away from their hands and body. There is a hygiene station where children can blow their nose, and a mirror so they can see if their nose is clean. There are also pictures to remind children to wash their hands after blowing their nose.
- The manager monitors children's progress well. She identifies children who may need additional support and puts plans in place quickly. She works well with outside agencies. The manager supports staff very well. She has an action plan that clearly identifies areas of practice that need development. The staff have excellent relationships with the local primary school. This supports children's transitions into their next stage of education.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know how to keep children safe. They can all identify possible signs of abuse and know how to report this and who to. Staff have good knowledge of the wider risks relating to child protection. They know who to contact if they are concerned about staff. Children are always supervised whether indoors or outside. Staff assess risk regularly. They make necessary changes quickly and ensure children's safety.

What does the setting need to do to improve?

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

- ensure all staff can extend children's critical thinking and problem-solving skills by using open-ended questions.

Setting details

Unique reference number	EY290967
Local authority	Cornwall
Inspection number	10069231
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	15
Name of registered person	St Keverne Pre-school Playgroup Committee
Registered person unique reference number	RP520034
Telephone number	01326 281525
Date of previous inspection	11 November 2014

Information about this early years setting

St Keverne Pre-School Playgroup registered in 2004 and is situated in the grounds of St. Keverne Primary School in St. Keverne, Cornwall. The provider employs four staff. Of these, two hold an early years qualification at level 3, one holds level 2 and one holds level 4. The pre-school opens on Mondays and Wednesdays from 9am until 3pm, and on Tuesdays and Fridays 9am until midday, during term time only. The provider receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sian Bath

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 completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a story time with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at the relevant documentation and reviewed the evidence of the suitability of staff working in the nursery.

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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