

Inspection of St Pirans Playschool

Delabole Childrens Centre, High Street, DELABOLE, Cornwall PL33 9AG

Inspection date: 27 April 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 enjoy attending this warm and caring setting. They excitedly greet their friends and the staff, as they explore the stimulating environment. Children are very secure as they know staff will support and comfort them. All children make good progress, including children with special educational needs and/or disabilities (SEND), through a well-planned and sequenced curriculum. Children have ample opportunities to practise what they have learned. For example, older children are learning the value of numbers and their sequence. They use numbered bottles to form a sequenced line and sing 10 green bottles. Later, they use this knowledge to correctly count vehicles in the sand. Babies practise climbing and walking as they move up and down on soft play equipment.

Children have a positive attitude to learning and they try hard to succeed. Knowledgeable staff are close by to offer the support children need to complete a task. Younger children explore making marks on paper with paint. Staff encourage them to find their own paper and choose the brushes they want. Children gain confidence to paint independently. Older children spread their own soft cheese onto crackers for snack time and have a go at chopping fruit. Staff praise and encourage children to help them succeed. Children behave well and know what is expected of them.

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

- Children make very good progress with their speech and language. Babies learn new sounds and words. Staff expertly talk about what the baby is playing with or looking at. They sing rhymes and share books with the babies. Younger children take part in rhyming activities and laugh as they sing familiar songs. Older children have discussions about growing strawberries. Staff extend their sentences, adding new words for the children.
- Children develop a strong awareness of healthy lifestyles. They are active in the garden, climbing, sliding, and playing ball games. They explore the home corner and talk about different foods. Children help to grow vegetables and know that they are good for them.
- Partnerships with local schools are very effective. The manager liaises regularly with the early years teacher, to ensure children going to school have the right skills in place to succeed. Staff develop children's independence skills, so they are confident to look after themselves in school. Children take off and hang up their own jackets and find their sun hats to go outside.
- Children learn about the world around them. They explore why apples have seeds. They plant seeds and help them grow. Older children independently fetch water for the seeds, reminding their friends that they need to look after them. Children learn about life cycles and watch tadpoles grow into frogs. They talk

about the tadpoles to each other, suggesting what they might look like as they change.

- Staff have established an effective routine to support all children. Children know what to expect through each part of the day and learn to follow instructions. They enjoy taking part in the circle-time activities. However, sometimes, children are not supported as well as they could be during transitions, particularly with their social skills.
- Staff are very warm and caring towards all children. Babies have their needs met very sensitively. They join in with the older children for snack and outside play. Babies are carefully supported by their key person. They watch the older children and copy some of their play, such as climbing up the small slide. They chuckle as they succeed.
- The manager has developed a very strong and caring ethos with the staff. All staff work well together to develop the setting's ethos and policies. They are incredibly well supported to develop their own practice through training and sharing ideas. Staff consistently have high expectations for the children and are committed to giving them the best opportunities they can.
- Partnerships with parents are continuously developing. Parents are extremely happy with the care and experiences their children have. Staff share pictures and inform parents about what children have been doing daily. However, staff do not always inform parents about the learning opportunities that are offered to their children or what the staff have planned for next steps. This means sometimes children are not supported to continue their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a clear understanding of how to identify signs of abuse. They know how to record and report these concerns. Managers have robust policies and procedures in place to safeguard all children. They train and support staff to understand and follow these effectively. Leaders have very effective systems in place to ensure staff are suitable 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:

- further develop communication with parents so they are aware of their children's learning and next steps in the setting to support with their children's home learning
- continue to develop the routine and staff deployment during transitions to ensure all children are engaged in activities in a meaningful way.

Setting details

Unique reference number	EY337574
Local authority	Cornwall
Inspection number	10062234
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	1 to 4
Total number of places	30
Number of children on roll	37
Name of registered person	St Pirans Playschool Committee
Registered person unique reference number	RP519982
Telephone number	01840 214871
Date of previous inspection	23 February 2016

Information about this early years setting

St Pirans Playschool registered in 2006. It is situated in Delabole village in Cornwall. It opens from 8am to 4pm, Monday to Friday, during term time, plus some additional days at Easter and in the summer holidays. The setting receives early years funding for two-, three-, and four-year-old children. There are six members of staff employed to work with the children. The manager has qualified teacher status, one member of staff has a relevant level 4 early years qualification and two have a relevant level 3 early years qualification with a further staff member to qualify shortly.

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 this into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to discuss all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with 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 SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at the relevant documentation and reviewed 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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