

# Inspection of St Teath Children's Centre

North Road, St. Teath, BODMIN, Cornwall PL30 3JX

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Inspection date: 28 April 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are extremely happy and confident in this setting. They know they are truly valued and respected. Children are excited to explore the environment as staff are passionate and committed to offering them exciting opportunities to help them learn and develop. All children make excellent progress from their starting points, including those with special educational needs and/or disabilities (SEND). This is because staff follow an extremely well-designed curriculum. Pre-school children test their ideas about floating and sinking. They talk through their plans and watch the results with fascination as they drop stones, leaves and fruit into water. Staff expertly ask questions to challenge their thinking. Babies excitedly explore sand and learn that it moves and sticks to things.

Children behave extremely well as they know what is expected of them. They follow routine exceptionally well and develop excellent independence skills. They prompt staff to play the tidy up song at the right time. Children of all ages are deeply engaged in their play and learning. They show a can-do attitude and persevere with challenges. Pre-school children work collaboratively to find pretend buried treasure. They quickly learn how to operate a metal detector and listen carefully for the beep to tell them where the treasure is. Toddlers excitedly explore safe edible paint, relishing the sensory nature of it and concentrating as they make marks on the table.

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

- Children, including those with SEND, make significant achievements in their learning. Knowledgeable staff expertly support their mathematics skills. They interweave counting and numbers through activities. Pre-school children place discs and cogs in sequences into squares to form patterns. They skilfully count the discs and cogs up to 19. Staff introduce language for odd and even numbers expertly, extending children's learning. Younger children knowledgeably use language for measuring. They say if items are 'heavy' or 'light' as they select materials for building.
- Staff precisely and regularly assess children's development. They provide excellent opportunities through focused group activities targeted closely at each child's stage of development. These skilfully planned groups highly motivate the children. They are encouraged to give things a go and take on board new ideas. They stay engaged for long periods of time because activities offer just the right amount of challenge and interest for them. They work collaboratively, accepting other's ideas and supporting each other thoughtfully.
- Children are extremely kind and respectful. They learn how to label feelings and become aware of the needs of others. They develop a deep acceptance of others, through skilfully planned opportunities that help them make sense of the

world around them. For example, staff have created dolls from other countries with inspiring stories and personalities. Children take the dolls on adventures and recount these in story books that they share back at the setting. Staff extend their understanding further using maps, exploration of items from different countries and innovative 'postcard swaps'.

- Staff are incredibly caring and considerate when they support babies and toddlers. They sing gently to them when they change their nappies and sit calmly next to them at mealtimes to support their eating. Older children are encouraged to be independent and develop an awareness of healthy lifestyles. These children clear up after snacks and meals. They independently wash their own dishes. They tidy up the toys at the end of each session and work collaboratively to get ready to go out to the park.
- Partnerships with parents are excellent. Parents praise the progress their children have made since attending the setting, particularly with their speech and language. Communication to parents from staff is excellent. This means parents know what their children are learning. They know what the children's next steps are and how to continue supporting children to achieve them. Parents feel very supported by leaders and staff. Staff work closely with parents whose children have SEND to ensure these children are able to reach their potential.
- Leaders are extremely reflective and use self-evaluation to constantly improve outcomes for children. Leaders support each other and the team brilliantly. They advocate training and development and use this to inform and improve practice. For example, staff in the baby room recently attended training to support babies' communication further. They then enhanced the resources and the layout of the room to encourage and inspire babies' investigation and communication. Babies are babbling and repeating new words more as a result. Leaders share their vision and ethos clearly with staff. This means they all work incredibly well together to ensure children have excellent outcomes.
- Children's communication skills develop exceptionally well. Staff model and encourage a wealth of language from babies and toddlers. They sing rhymes and songs with them and label items promptly as they explore. Staff take the time to promote in-depth and detailed conversation with pre-school children.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a deep understanding of safeguarding and know how to recognise potential signs of abuse and the wider issues, including the Prevent duty. They know how to take appropriate action to support children who are at risk of harm. Managers have extremely effective systems in place to keep staff knowledge and the understanding of policies and procedures updated. Managers use monthly audits to assess safety of environment and act when anything becomes a possible hazard. Leaders have excellent recruitment processes in place to ensure all staff are suitable to work with children.

## Setting details

<b>Unique reference number</b>	EY307272
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10062230
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	St Teath Children's Centre Committee
<b>Registered person unique reference number</b>	RP911552
<b>Telephone number</b>	01208 851548
<b>Date of previous inspection</b>	15 June 2016

## Information about this early years setting

St Teath Children's Centre registered in 2005. It is situated in the village of St Teath, Cornwall. It is open from 9am to 3pm, Monday to Friday, term time only. The setting receives early years funding for two-, three- and four-year-old children. Two staff hold a degree in early childhood studies and eight hold a relevant level 3 early years qualification.

## 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 to discuss all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while 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 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 of a group activity.
- 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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