

Inspection of Tintangels Early Years

Tintagel Childrens Centre, Treven, Tintagel, Cornwall PL34 0DU

Inspection date: 23 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at the setting eager to play and learn. Staff make sure they are on hand to greet parents and children. They help younger children settle quickly into the setting. They know what children like doing and soon have them searching for twigs, riding on the balance bicycle or talking about what they did at home.

Staff know children well and use what interests them to support learning and development. Children dress up and dance to favourite music. Outdoors, children explore nature. They notice the spider's web full of baby spiders. Staff talk with the children about how vibrations on the web let the spiders know something is there. Children suggest it could be the parents returning to feed the babies.

Staff are keen to help children understand about healthy lifestyles. They talk with children and parents about healthy food choices. They have conversations about why it is important to clean teeth. In the warmer weather, staff offer reminders about drinking to keep cool and hydrated. They have activities linked to physical movement to support an understanding about keeping fit and healthy. Staff provide home packs about the importance of being physical, as well as doing activities in the setting.

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

- Staff encourage children's communication and language. They model turn taking in conversation with the youngest children well. They provide time for older children to think and respond to questions. As children talk, staff listen. Children discuss the life cycle of butterflies. They tell staff they do not like the night-time butterfly as they are ugly. Staff tell them this is a 'moth'. Children recall the different stages of the life cycle. They know that the caterpillar turns into a cocoon or chrysalis and then a butterfly. Staff offer new words and explanations to extend children's vocabulary. They tell children that the change process is called 'metamorphosis'.
- Children make choices about what and how they want to learn. Staff provide different activities and experiences. Indoors, children develop the muscles in their hands and fingers. They work out how to thread cotton through tubes, then push it into holes on plastic boards to create patterns. Outdoors, children play with the dinosaurs in the sand. They make 'footprints' and compare the different sizes and shapes. They create potions, mixing different herbs and leaves with water. Staff miss chances to build on what they want children to know next as they play. For example, children start to count how many leaves and spoonful they are using. Then they lose interest and move onto the next thing. Staff do not encourage the children to try again but go with what the children want to do next.

- Children behave well. They show consideration for others and other living things. Staff help them to manage emotions and resolve problems. For example, staff quickly step in, asking children how they can sort out getting enough spades for everyone to use. They praise children's suggestions that they can find more in the shed outdoors. As children explore insects, staff tell them they are being kind. Children hold a snail carefully on their hand and watch as it moves across their palm. They talk about the feeling, saying it is 'slimy'. Then they decide, with staff help, that they need to put it back on the leaf to stay safe.
- Children enjoy story and other group times. As staff read the story, they ask questions about the different characters. They see if children can remember what happens next. Quieter, less confident children do not get as much chance to talk. Staff notice other more vocal children as they are keen to tell staff the answers.
- Partnership with parents is good. Staff have a new online system for sharing information and photos about children's days. Parents comment that they get to see what their children do and know they are happy. Staff talk with parents about the move onto school or when children might need extra help to learn well. They make sure that support and teaching helps all children, including those who have special educational needs and/or disabilities, to make the best progress possible.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of what to do in the event of concerns about the well-being of children. They know how to record relevant information and who they need to speak to. The manager has good systems in place for monitoring staff. She ensures their ongoing suitability at supervision meetings. She helps them build on skills and knowledge through different training opportunities. Staff support children to manage risks well. For example, they talk with children about how to find safe pathways when using the balance bicycle in the outdoor area.

What does the setting need to do to improve?

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

- plan activities to make sure that staff build more effectively on what children know and can do
- make sure that staff notice and include quieter children more, to build on confidence and extend learning.

Setting details

Unique reference number	2555101
Local authority	Cornwall
Inspection number	10215796
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	32
Number of children on roll	15
Name of registered person	Tintangels Early Years (CIO)
Registered person unique reference number	2555100
Telephone number	01840 770046
Date of previous inspection	Not applicable

Information about this early years setting

Tintangels Early Years registered in September 2019. They are based in Tintagel, Cornwall. The setting is open from 8.55am to 2.55pm, Monday to Friday, term time only. The setting employs four members of staff; all hold appropriate childcare qualifications at level 3. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anita McKelvey

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 spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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