

Inspection of Wendron Pre School

Wendron C Of E Primary School, Wendron, Helston, Cornwall TR13 0PX

Inspection date: 7 June 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 thrive in this warm and caring pre-school. Children feel safe to explore and ask for help when needed. They know that the adults care for and value them. All children make good progress, including those with special educational needs and/or disabilities (SEND). This is because there is a well-sequenced and carefully planned curriculum. Knowledgeable staff offer activities that engage and interest children. For example, a group of pre-school children play 'cafes' in the role play area. They share stories about trips to the beach as they serve pretend drinks and meals. Other children explore mark making in coloured rice. They create 'waves' and shapes using brushes and their fingers. Some attempt letters in their names. Adults encourage children to keep focused and offer praise as children have a go. Children become confident because they know what they can do as adults praise their achievements.

Children behave well and are very engaged in their learning. They excitedly join in all activities, including movement and dance sessions. They happily follow instructions, laughing as they move. Children respect the adults and their environment. They follow the routine gladly, excited for the next part of the day.

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

- All children, including those with SEND, develop very good language skills. Adults skilfully model language. They repeat words and phrases children use, extending these into sentences as children play. Adults use open-ended questions to encourage children to recall what they know and think for themselves. Children learn rhymes and songs to develop an awareness of rhythm. Adults read stories in an interesting way to help children enjoy books.
- Children enjoy exploring nature and the local environment. They find bugs and grow vegetables and herbs. Children taste the herbs, talking about the flavour. They offer these herbs to the bugs they find as food. Children enjoy watching the trees in their garden change through the seasons and notice the weather each day. They share their knowledge during registration time. Children learn about people who help us, such as the police and dentists, through visits from these professions to the setting. However, staff miss opportunities for children to learn about the world, other countries and people who live there.
- Children develop a deep understanding of numbers. They count confidently beyond five and sequence numbers accurately. Adults use every opportunity within the routine to develop these skills. Children count the number of boys and girls and find correct numbers of shells to match numbers in buckets. Children talk about shapes as they explore construction and look at puzzles. However, some activities do not always provide enough problem-solving or critical thinking opportunities for the most able children to extend and challenge their learning.

- Adults really support children to understand why healthy lifestyles are important. They promote children's understanding of looking after their teeth. They offer healthy snacks and drinks and talk to children about why they are essential for their health. Children develop an awareness of their body strength through climbing and negotiating space outside. They pull stretchy fabric away from each other using their core muscles and then release the fabric. They bend and stretch and are encouraged to think about how their bodies feel.
- Adults have very effective partnerships with children's parents. They share each child's progress and next steps through termly summary reports and verbally at hand-over time. Parents of children with SEND meet regularly with the highly trained special educational needs coordinator (SENCo) to discuss strategies to ensure their children make really good progress. The pre-school children regularly attend activities at the neighbouring primary school, so when they move on to school they are very familiar with the school and staff.
- The manager is very reflective and constantly strives to improve the pre-school environment and the outcomes for all children. She mentors the team really well and ensures that everyone feels valued and supported. The manager identifies areas for training and encourages adults to attend courses to continuously improve their practice and children's achievements.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a very robust knowledge of how to keep children safe from harm. They all receive regular training to keep this knowledge up to date. Staff can all identify and recognise signs that may cause concerns and know how to record and report these effectively. They are very knowledgeable about all safeguarding issues, including the 'Prevent' duty. Staff routinely risk assess all areas to keep children safe. They record accidents accurately and share the information with parents. Managers have very effective systems to ensure the ongoing suitability of staff 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:

- develop children's understanding of different countries and ways of life to support their knowledge and understanding of the world even further
- offer more opportunities for children, particularly the most able children, to problem-solve and think critically.

Setting details

Unique reference number	EY563637
Local authority	Cornwall
Inspection number	10194295
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	23
Name of registered person	Wendron Preschool Committee
Registered person unique reference number	RP520025
Telephone number	01209831342
Date of previous inspection	Not applicable

Information about this early years setting

Wendron Pre School registered in 1992. It moved to purpose-built premises in the grounds of Wendron Primary School in Wendron village, Cornwall, in 2018. The pre-school is open from 9am to 3pm, Monday to Friday, term time only. It receives government early years funding for two-, three- and four-year-old children. There are four members of staff. Of these, three hold a relevant early years qualification at level 3 and one holds a relevant early years qualification at level 2.

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 told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the chair of the committee about the leadership and management of the setting.
- The SENCo 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 inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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