

Inspection of St Tudy Preschool

Redvale Road, St Tudy, Bodmin, Cornwall PL30 3NH

Inspection date: 9 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children happily enter the nursery, many of them returning after six weeks off for the summer holidays. Staff are welcoming, showing affection towards the children and asking them how they have enjoyed their time off. There are several new children settling into the nursery. Staff support these children by getting to know them and by working with parents to gain important information. Many of the children live on farms, so activities are based around farms and animals which encourages the children's communication and language and allows the staff to get to know them better. This sparks children's interests and starts conversations.

The new manager has started to make changes to the setting, supporting children within the younger age group. However, this needs to be developed further to ensure that all children's individual needs and development are met. There is a focus on school readiness and independence within the nursery. Staff encourage children to put on their own wellington boots and coats to go outside. The children enjoy being outdoors, jumping in puddles and exploring the natural environment. While outside staff talk about keeping safe. This supports children to have an understanding and make good choices. Children behave well and share space and resources happily.

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

- The manager and her team have considered what they would like the children to learn while at the setting. Staff review where children are developmentally and set targeted next steps. However, staff need to support younger children to meet their next steps so that all children make progress.
- Staff promote a love of books, and all children have access to a variety of books. Staff read stories enthusiastically with the children, and the children listen attentively. Staff sing with the older children, using props, such as a bag with animals in it, to interest the children. Children excitedly make the animal noises.
- Children actively explore the outdoors. They enjoy using the local allotment and park next to the nursery. This gives children opportunities for physical play and measured risk. Children climb large equipment and play on the swings confidently.
- Children have opportunities to develop their fine-motor skills by practising pencil control, peeling stickers and using tape to make creative pictures. Children manipulate dough to make interesting shapes, and staff use this as an opportunity to develop children's mathematical language.
- The manager has an in-depth knowledge of children undergoing assessment for special educational needs and/or disabilities. Children have targeted plans and resources to ensure they also make progress.
- Parents are happy with the setting and say 'they cannot praise the staff highly

enough'. Parents feel that the nursery works in partnership with them. The management team are currently implementing a new online system to develop the way they communicate with parents further.

- The children from the nursery move on to several different schools within the area. The nursery provides support with this transition, ensuring as much information is passed on to the school as possible. Children learn about their new schools. They have pictures of their new teachers on the wall, and the school uniforms are in the home corner. This supports children to feel comfortable about the transition.
- The setting has recently experienced some staff changes. The management team are supporting the needs of the newly appointed staff through an induction process. Some new staff do need further support to feel confident within their role. The staff have effective supervisions with the manager, and staff are supportive of making improvements within the nursery.
- The leadership team and manager are striving to provide a good-quality provision. They have worked alongside local early years advisers to evaluate and improve practice. This includes dividing up the space within the provision so that activities can be more targeted to the ages and abilities of the children. This still needs further improvement, as younger children's needs are not always met with regards to developing their education. For example, some children had bottles in their mouths most of the morning. These bottles are not needed, as the children are happy and content. This means staff are not fully supporting language and communication for children.
- Younger children do not currently have a space where they can rest or sleep comfortably. Some younger children sleep in buggies rather than being placed down to sleep safely on a flat, firm mattress in accordance with the latest government safety guidance.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff understand their responsibility to safeguard children. Staff have all completed safeguarding training. They can identify the signs of abuse and know the reporting procedure if they have concerns about children's welfare. Most staff hold the appropriate first-aid training certificate, so they know what to do in a medical emergency. There is a robust recruitment process to ensure staff are suitable to work with children. Staff carry out risk assessments throughout the day to help children keep safe. Unauthorised visitors cannot enter the nursery building.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that the younger children's learning and development needs are met	03/10/2022
revise the sleep/rest arrangement in line with government safety guidance.	10/10/2022

Setting details

Unique reference number	2593711
Local authority	Cornwall
Inspection number	10247667
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	1 to 3
Total number of places	32
Number of children on roll	35
Name of registered person	St Tudy Pre-School Playgroup Committee
Registered person unique reference number	RP519976
Telephone number	07876708077
Date of previous inspection	Not applicable

Information about this early years setting

St Tudy Preschool is located in St Tudy, Bodmin. The nursery is open Monday to Wednesday, 8am to 4pm, and Thursday to Friday, 9am to 3pm, term time only. There are eight members of staff. Of these, six hold relevant childcare qualifications. The nursery receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Sharon Elliott

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 went on a learning walk together and discussed how the setting and curriculum are organised.
- The inspector spoke with parents for feedback on the nursery.
- The inspector observed the setting, including the use of the park, looking at quality of education.
- The manager and inspector completed an observation and evaluated an activity together.
- The manager discussed the leadership 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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