

Inspection of St Agnes Preschool

St Agnes School, Trelawney Road, St Agnes, Cornwall TR5 0LZ

Inspection date: 4 January 2023

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children begin the day with warm hugs from staff and group time with their friends. Staff gather children altogether to 'stand up, turn around, touch the ground and reach up to the sky'. Children listen and respond well to instructions. This promotes their well-being and they feel happy and safe.

Children learn about personal hygiene and how to be independent. Staff remind children that they are superheroes and 'must fight against germs'. Children tell each other they must catch their coughs and wash their hands to 'battle and destroy the germs'. Children access a nose-wiping station to blow their noses. They dispose of tissues appropriately and wash their hands frequently during the day. This teaches children independence skills and helps them learn about keeping healthy.

The world fascinates children. Staff enrich their curiosity by showing them a globe and identifying different countries. Children discuss the usefulness of a map and comment, 'It stops you getting lost.' Staff explore flags and languages. They teach children 'please' and 'thank you' in French. Children enthusiastically talk about the similarities and differences between places they have visited. This helps children learn about what they have in common and what makes them unique.

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

- Communication and language strategies used with children are effective. Staff speak slowly and repeat children's words back to them. Children have time to think and formulate a response at their own pace. Staff use hand gestures, such as holding their hand to their ear, and narrate what children do. This means children make good progress in their speaking and listening skills.
- All children in the setting love books. Children independently choose to get comfortable on mats while they read. Skilful staff join in when appropriate and add to the story by introducing new words or phrases. Younger children like to predict what comes next in a storybook about food. This effectively widens children's vocabulary and sequences children's understanding of storybooks.
- Children make pretend pizzas with staff. They talk about what fruit and vegetables will go on top of their pizzas. Children choose pieces of mushrooms, tomatoes and pineapple. However, staff do not support children to count their pizza toppings or talk about quantities when they hand out slices of pizza. Children do not have consistent opportunities to deepen their knowledge of numbers or mathematical concepts.
- Staff promptly identify children that may need additional support. All children, including those with special educational needs and/or disabilities (SEND), make progress. Children enjoy positive relationships with caring staff that know them

well. Parents know who their child's key person is. Staff work in collaboration with external professionals and parents. This ensures children achieve their next steps of development.

- Children recall past learning while playing with fairy houses. They look closely at the woodland animals and their homes that live with the fairies. Staff ask children, 'Who gathers up nuts for the winter?' Children remember which animal it is and say 'the squirrels'. They take turns and kindly share the animals with their friends. Children behave well. Staff ignite children's imagination with interesting questions. This enhances their creativity and furthers their knowledge about nature.
- Staff set up a bird hunt in the garden with binoculars and clipboards. Children tick off pictures of birds they see displayed outside. They talk about the reasons why they cannot find the chaffinch and comment, 'Maybe it has gone home to lay some eggs.' Children are highly motivated to join in, but not all children are able to participate. Staff do not plan for the number of children engaging in an adult-led activity. This means children cannot always follow their interests.
- Staff access a wide range of training and their well-being is high. The manager maintains close links with local schools and other settings children attend. This promotes consistency in children's learning and assists transitions between settings.

Safeguarding

The arrangements for safeguarding are effective.

Staff help children to identify risks and manage them appropriately. Staff remind children where it is safe to use the bicycles in the garden and explain the reasons why. Children tell each other to wear oven gloves in the role-play area, so they 'don't burn their hands'. Staff monitor and review accidents and incidents in the setting. They take appropriate measures to minimise potential hazards. This helps keep children safe. Staff are alert to changes in children's behaviour. They know the signs and symptoms of abuse and neglect. Staff know which external agencies to contact, if required, and how to escalate safeguarding concerns.

What does the setting need to do to improve?

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

- plan and organise ways for children to count in their play to extend their knowledge of numbers and mathematical concepts
- review the organisation of adult-led activities to ensure all children can participate and follow their interests effectively.

Setting details

Unique reference number	EY405150
Local authority	Cornwall
Inspection number	10237579
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	2 to 4
Total number of places	32
Number of children on roll	54
Name of registered person	St Agnes Pre School Playgroup Committee
Registered person unique reference number	RP910827
Telephone number	01872 554005
Date of previous inspection	22 March 2022

Information about this early years setting

St Agnes Preschool registered in 2010. It is managed by a voluntary board of trustees. The pre-school operates from purpose-built premises in the grounds of St Agnes School in the coastal town of St Agnes, Cornwall. The pre-school is open each weekday from 7.30am to 6.15pm, term time only, and provides wraparound care for school-age children, with occasional holiday care according to demand. The pre-school receives funding to provide free early education to children aged two, three and four years. There are 14 members of childcare staff. Of these, two hold an early years qualification at level 4 and nine at level 3. Two staff hold an appropriate early years qualifications at level 2 and one is unqualified.

Information about this inspection

Inspector

Jemma Honey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation of an activity with the manager and discussed the impact on children's learning.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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