

Inspection of Fowey Pre-School

Fowey River Academy, Windmill, FOWEY, Cornwall PL23 1HE

Inspection date: 27 February 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy in this warm and caring pre-school. They quickly settle into playing with their friends when they arrive. They develop their imaginations as they play, putting on dressing-up clothes and pushing toy babies in the buggies. They laugh as they play on the swings and slides together in the outdoor area. Children delight in the wide variety of experiences on offer, such as regular outings to the local area.

Staff have good relationships with children. They treat all children with respect and take account of their views. They gently encourage children to take part in activities, such as playing in the 'sensory den'. Staff praise the children for how well they are doing and offer encouragement to keep trying when necessary.

Staff encourage children to become independent. Children select their own activities, such as digging in the large sandpit. They put on their coats by themselves and learn to zip up their bags. Older children help to wipe the tables after snack time. Staff help the children to be 'school ready' by encouraging them to be confident in their own abilities. Staff work in partnership with local teachers to ensure a smooth transition to primary school.

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

- The manager leads the pre-school with great enthusiasm. She is well respected by her staff and in turn values the contribution they make to the pre-school. The manager supports staff well in their professional development, allowing them frequent opportunities to develop their skills and interests. Staff morale is high.
- The manager has a clear vision for the curriculum that builds on what children already know. The effective key-person system ensures that staff know children well. Staff monitor children's progress well and target activities to address gaps in their learning. The manager regularly monitors the effectiveness of the curriculum, and changes it when necessary to benefit children.
- Staff support children's emotional development well. Staff teach children how to recognise different emotions through looking at photos. They prioritise activities that support children in building their self-confidence. For example, the manager brings in her dogs as 'emotional well-being practitioners' to provide comfort to the children. Children feel calm as they cuddle into them as they play. Parents are pleased with the positive impact the dogs have on their children's well-being.
- Staff help children to foster a love of reading. Children delight in hearing staff make silly voices as they read to them and join in during group story times. Staff use real-life objects, such as mangoes, to help stories come alive. They skilfully use books to teach children about other cultures and countries.
- Staff understand the need to develop children's communication skills. They use

sign language alongside spoken words to help children communicate. Staff use ambitious vocabulary with the children and have a focus word for the week, such as 'translucent'. They explain concepts in detail and regularly question children on their ideas. However, they do not always give children enough time to respond to questions or enable them to speak to their peers without adult involvement.

- Children are well behaved and patient. They respond very well to the routines of the day. However, at times, staff leave children waiting for long periods until the next activity begins and, as a result, children are not engaged in their learning.
- Children with special educational needs and/or disabilities (SEND) are well supported. The manager works diligently in partnership with parents and other agencies to ensure detailed plans are in place for each child with SEND. Staff use additional funding to ensure targeted support is available to help all children make good progress.
- Parent partnerships are very good. Parents praise the setting for their good level of communication, such as through daily discussions, regular reports and individual learning records. They are well aware of their children's next steps and what they can do support their children at home. Parents feel very well supported by approachable and caring staff.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her deputy understand the importance of safer recruitment procedures. All staff are confident in recognising the signs and symptoms of abuse. The manager uses quizzes and safeguarding scenarios to deepen staff's awareness of safeguarding issues. She discusses these within monthly staff meetings. The manager has robust systems in place to monitor safeguarding concerns to ensure potential referrals are made in a timely fashion. Staff ensure parents are aware of how to report safeguarding concerns. Staff and parents promote a positive safeguarding culture linked to the slogan, 'If you see it or hear it, say it'.

What does the setting need to do to improve?

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

- give children more time to express their ideas and develop their communication even further
- manage transitions more effectively so children take an active part in their learning throughout all parts of the day.

Setting details

Unique reference number	102809
Local authority	Cornwall
Inspection number	10264876
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	16
Number of children on roll	26
Name of registered person	Fowey Pre-School Committee
Registered person unique reference number	RP520027
Telephone number	01726 833188
Date of previous inspection	29 June 2017

Information about this early years setting

Fowey Pre-School registered in 2001 in Cornwall. It is open Monday to Friday, from 8.30am until 3pm, during term time only. The pre-school provides free early education funding for children aged two-, three- and four-years-old. There are five members of staff. The manager holds an early years qualification at level 3 and the deputy holds an early years qualification at level 4. Two additional staff members hold an early years qualification at level 3, and there is an apprentice who is working towards their level 3 qualification.

Information about this inspection

Inspector

Leanne Edge

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk of the pre-school and talked about the early years curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several 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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