

# Inspection of Sir Robert Geffery's Preschool

School Road, Landrake, Cornwall PL12 5EA

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Inspection date:

8 March 2023

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## **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

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children enjoy attending the setting and settle quickly. The caring staff welcome them warmly and provide activities based on children's current interests. For example, children enjoy dressing up as construction workers and explore a variety of materials to build models. However, not all staff are confident in extending children's learning in a purposeful way to support their progress. Outdoors, younger children confidently explore how water runs down guttering placed at different levels. Staff interact positively and praise what they are doing, which encourages their exploration. However, they are not consistently aware of what children need to learn next to extend their development.

Children show warm relationships with staff and confidence in their personal development. For example, shortly after arriving, a child approaches staff specifically to show off the plait her mum had made in her hair; children affectionately hug staff and their friends spontaneously.

Children behave well and staff provide good support for children to become independent. Children show pride in getting ready for going outdoors and say, 'I did it by myself.' However, some children get restless when they have to wait long periods for others in the group to get ready. They become frustrated and distracted and they distract others, consequently, their concentration and learning does not develop as much as possible.

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

- Parents are complimentary about the pre-school and the approachable staff. They comment positively on the sensitive settling procedures that help children to feel safe and secure. In addition, they appreciate the regular updates on children's development and joint approach to toilet training, for example. Children show they feel settled and comfortable at the setting. They hug their older siblings goodbye as the older children get ready to leave before the start of school.
- The manager plans a broad curriculum, which includes interesting and enjoyable experiences for children. However, staff are sometimes unaware of how to meet children's learning needs. Consequently, some adult-led activities are not effective in engaging children. For example, when children take part in an activity to develop their mathematical skills, staff are not clear about what children need to learn. They do not provide opportunities for children to see numbers in sequence, for instance, to help them to recognise numbers correctly. Therefore, some children become confused and disinterested.
- Staff are kind, friendly and are good role models for children's developing social skills. Staff use strategies such as timers to support children's turn taking

successfully. Older children learn to consider their friends' feelings, for example they apologise after accidentally knocking a friend over as their friend becomes upset.

- Staff enjoy working at the pre-school. They say that they feel valued and are well supported by the manager. However, systems for the monitoring and coaching of staff are not fully effective, which leads to weaknesses in teaching. The manager supervises staff's practice and they develop their skills in some areas. For example, they have attended training to help children to regulate and manage their emotions. However, not all staff are clear about their own targets for professional development with a focus on how to extend children's learning.
- Assessment procedures are in place to monitor children's development. The manager is proactive in seeking support from other professionals when children need extra help. She uses additional funding to enable all children to access and enjoy the activities on offer at the pre-school.
- Overall, children communicate well with staff and each other. However, staff do not always interact promptly and effectively to support children's learning fully and extend their language skills. For example, some children are without interaction from staff for significant periods of time as they move around the setting. They begin to use resources inappropriately and do not benefit from support to consolidate and extend their learning.
- There are strong links with local schools and other settings. The manager makes the most of opportunities to work with school staff, sharing children's achievements, for instance. Children benefit from experiences such as regularly visiting the on-site school farm. They become familiar with school life, which supports their move on to their future education.

## Safeguarding

The arrangements for safeguarding are effective.

The manager recruits staff safely and ensures their suitability for working with children. There are robust induction procedures and staff are aware of the importance of keeping children safe from harm from the outset. The manager and staff attend regular training to ensure their safeguarding knowledge is up to date. They know the signs that might lead them to be concerned about a child's welfare. Staff are clear about the correct local safeguarding procedures. Staff ensure the environment is safe and secure and supervise children conscientiously. They teach children to play safely. For example, they demonstrate how to use gardening tools with care, so as not to harm others.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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develop the planning of the curriculum to provide suitably challenging activities that target children's next steps in learning	30/04/2023
improve staff's interaction with children to extend children's learning and further encourage their speech and language skills	30/04/2023
improve the monitoring and coaching of staff's knowledge and practice to ensure they meet the learning needs of all children consistently.	30/04/2023

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

- review routine and transition times to fully engage all children to extend their learning and concentration.

## Setting details

<b>Unique reference number</b>	102820
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10264792
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Sir Robert Geffery's Preschool Committee
<b>Registered person unique reference number</b>	RP520016
<b>Telephone number</b>	01752 851343
<b>Date of previous inspection</b>	27 June 2017

## Information about this early years setting

Sir Robert Geffery's Preschool registered in 1992 and is situated on the site of Sir Robert Geffery's Primary School, in the village of Landrake, Cornwall. A voluntary committee manages the setting. The pre-school opens weekdays during term time from 7.15am to 5.30pm. The pre-school offers free early education to children aged two, three and four years. There are eight members of staff. Of these, four hold appropriate early years qualifications at level 3, one is working towards level 3 and two are unqualified. The manager has early years professional status.

## Information about this inspection

### Inspector

Margaret Baird

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation during snack time.
- 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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