

Inspection of Launceston Pre School

3 St Thomas Hill, Launceston, Cornwall PL15 8BL

Inspection date: 23 March 2023

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 enjoy their time at this welcoming pre-school. They are keen to involve staff in their play and feel safe in their presence. Staff plan a curriculum that meets children's interests and needs. Younger children learn simple vocabulary, such as 'metal' while playing with magnets. Older children talk about how different materials, including pipe cleaners and paper clips, 'attract' to the magnetic force. All children show a positive attitude to learning and demonstrate high levels of curiosity.

Staff use additional funding effectively to support children's emotional development. The recent addition of two pet guinea pigs in the pre-school supports children's understanding of how to care for animals. Children learn how to regulate their behaviour to provide comfort for their new pets, such as using quiet voices. As they stroke the animals gently, children show they feel calm and relaxed.

Children are very confident learners. Staff have high expectations for every child, ensuring they have challenging yet achievable activities. For example, all children learn how to peel carrots independently in preparation for snack. Younger children lay the carrot on a plate as they take the skin off, while older children expertly hold the carrot in one hand as they peel with the other.

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

- Children enjoy a wealth of songs and stories. Staff ensure these are an integral part of the pre-school day to encourage children's early reading skills. Children enthusiastically join in with action rhymes and confidently participate when listening to their favourite tales.
- Staff help children with their care requirements. Younger children begin to potty train with staff support and older ones manage their personal needs independently. Staff have recently introduced teeth cleaning for children to help them develop an awareness of oral health. However, staff do not work closely enough with parents to ensure that children benefit from healthy food and drink options at lunchtimes, to support children's physical well-being and a healthy lifestyle.
- Partnerships with other professionals are effective. Staff have formed close links with the local school. They work well together to ensure the consistent teaching of letter sounds for the most-able children. Staff ensure all children are independent and confident communicators before their move to formal education.
- Children enjoy daily opportunities to play outside in the fresh air. They talk about how the wet sand feels 'sloppy' and 'sticky' compared to the sand indoors, which feels 'dry' and 'soft'. Children leap into large hoops placed on the

playground floor. Staff extend this by writing numbers with chalk inside the hoop and encourage children to count aloud while jumping.

- Staff share information with parents about children's progress through face-to-face discussions and via an online communication system. Parents positively comment on how their children have developed confidence and how their vocabulary has improved since starting at the pre-school. All children enjoy choosing a book to share at home. Staff also provide older children with 'learning packs' to complete with their family to help develop their writing and scissor skills in preparation for school. However, staff do not provide learning activities in a similar way for the younger children to support their development when at home.
- The recently appointed manager has implemented positive changes to the pre-school. All staff have attended sign language training to further support children's language skills. Children copy and use actions, coupled with speech, to communicate their needs and feelings effectively.
- Children develop good imaginations. They create buildings using wooden bricks and ask staff to make a 'road' for their toy vehicles using sticky tape on the floor. Outside, children use the playhouse as an 'ice-cream parlour'. They pretend to take their friend's 'order' and use imaginary money to create their sale.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is of high importance. Staff ensure the premises are always secure, including when visitors are present. Staff vigilantly supervise children when eating and cut up foods such as grapes, that are a potential choking hazard, to ensure their welfare. The recruitment of staff is robust. Leaders ensure all staff have significant experience in childcare and they consistently monitor their ongoing suitability to work with children. All staff recognise and know how to report any child protection concerns to the relevant safeguarding partners to ensure children are not at risk of harm.

What does the setting need to do to improve?

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

- strengthen partnerships with parents to develop nutritional eating practices that benefit children's lifelong health
- provide opportunities for parents to help younger children practise and develop their skills at home.

Setting details

Unique reference number	2621149
Local authority	Cornwall
Inspection number	10276101
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	17
Name of registered person	An Daras Multi Academy Trust
Registered person unique reference number	2621148
Telephone number	01566 777529
Date of previous inspection	Not applicable

Information about this early years setting

Launceston Pre School registered in 2021 and is located in Launceston, Cornwall. The pre-school operates Monday to Friday from 8am to 4pm, term time only. The pre-school provides free early education funding for children aged two, three and four years. There are five members of staff who work directly with the children. They all hold relevant childcare qualifications from level 3 to 6.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- This was the first routine inspection the pre-school 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 and discussed the early years curriculum.
- Parents shared their views of the pre-school with the inspector via written statements.
- The inspector carried out a joint observation of a group activity with the manager.
- Children spoke to the inspector about what they enjoy doing at the pre-school.
- The manager provided the inspector with a sample of key documentation on request.

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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