

Inspection of St Tudy Preschool

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

Inspection date: 5 September 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children show they feel safe and secure on arrival. They come in smiling and happily go to their key person to play. Children develop a strong sense of who they are. They dress up in familiar costumes linked to their families, such as a farmer. Other children dress up as 'a mummy'. Children have a 'can-do' attitude. They persist to put dressing-up clothes on themselves. Children proudly show their friends who and what they are. All children develop good levels of self-esteem and know what makes them unique.

Staff have a clear understanding of what they want children to learn and successfully build on what children know and need to do next. They support children's personal, social and emotional development effectively. For example, staff remind children about 'golden rules' during the day, such as sharing and using 'kind hands' with their friends. Children respond positively to these. They are respectful, polite and say 'please' and 'thank you' often.

Partnership with parents is good. Staff keep parents informed about their children's development. Parents praise the advice from staff on potty training and healthy eating. They feel their children have made good progress in their overall learning and development. Parents comment that their children 'thrive' in the setting.

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

- Staff support children with special educational needs and/or disabilities effectively. They use strategies to help children respond to instructions. For example, staff show them a traffic light sign when they need them to stop what they are doing and gain their attention. Children then stop, look and listen when it is time to do something different.
- Pre-school-age children enjoy making a salad in the role-play kitchen. They use wooden spoons to mix peppers and tomatoes. They look at a recipe book and weigh their ingredients on scales. However, staff do not always support children to be more independent, to persevere and achieve in what they set out to do. For example, when some children struggle to cut up the vegetables, staff do not help them. The children lose interest and move on to something else.
- Staff broaden the pre-school-age children's understanding of size and positional language. They play a game together and talk about what items in the game are big or small. Children are kind and patient as they take turns. Other pre-school children play with trains and tracks. Staff talk to them about the train going 'over' or 'under' the bridge. This expands children's knowledge of mathematical concepts.
- Toddlers love to sing songs. Staff develop toddler's communication and language skills effectively. They help them to hear and learn new words. Staff speak

slowly and encourage toddlers to repeat the names of fruit at snack time. However, staff do not always give the pre-school-age children enough time to process their thoughts and answer questions. For example, sometimes, staff do not leave sufficient time for children to respond to a question before asking a variation of the question or pre-empting an answer.

- Children learn how to solve problems. For example, pre-school-age children run out of water in a container they are using, and they ask for more. Staff follow the children's interests and help them find a solution. Together, they talk about how they can use a syringe to suck up water from another tray and pour it into their container. This captures the children's curiosity and they confidently move the water from one container to another using the syringe. This gives them a sense of achievement.
- Children explore the world around them. They smell mint in the garden picked from their nearby allotment where they grow herbs and vegetables. Children go on outings and broaden their knowledge of the local community. For example, leaders organise a visit to the local shop where all children listen to a story from the shopkeeper. They pick apples from their apple tree in the village and eat them together.
- Staff well-being is high. The manager supports staff's professional development. Following recent training on effective provision for two-year-olds, staff have created a calm and open space for toddlers to explore.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs and symptoms of possible abuse or neglect. They know which outside agency to contact should they have a concern over a child's welfare. Staff know what to do in the event of an allegation made against a member of staff. They teach children how to cross a road safely when they go on trips outside of the setting. Staff carry out risk assessments of the indoor environment effectively. For example, when toddlers join the pre-school-age children in the afternoon, they reorganise the room and remove any items that could be a risk to the younger children.

What does the setting need to do to improve?

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

- support children to become more independent, so they can persevere and achieve in what they set out to do
- develop communication and language strategies further with pre-school children, so they have time to process their thoughts and respond to questions.

Setting details

Unique reference number	2593711
Local authority	Cornwall
Inspection number	10257225
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	2 to 3
Total number of places	32
Number of children on roll	20
Name of registered person	St Tudy Preschool Committee
Registered person unique reference number	RP519976
Telephone number	01208 367172
Date of previous inspection	9 September 2022

Information about this early years setting

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

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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