

Inspection of St Columb Minor Preschool

St Columb Minor Parish Church, Parkenbutts, Newquay, Cornwall TR7 3HE

Inspection date:

15 September 2023

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled on arrival. They show this as they quickly join a familiar adult and start to play. Children remember the 'golden rules'. They tell staff they must use their 'walking feet inside and running feet outside'. However, at times, children struggle to regulate their behaviour. Toddlers and pre-school-age children are resilient. As they use the large garden area to run around, they sometimes stumble, but get back up with a smile to resume play. Children take age-appropriate risks as they climb up and down grassy mounds outside.

Despite babies and pre-school children accessing from a full and balanced curriculum, this is less evident for those children in the toddler room. Staff identify when babies need to increase their lower body strength. They support babies' physical development by sitting in chairs and praise them when they stand up independently. Staff working with the pre-school children know their next steps in learning. Through their play, they teach children to become more confident in their self-care. They learn how to use the toilet and ask for help when needed.

The manager has more oversight of the day-to-day running of the setting since the last inspection. She has increased staff knowledge and skills through training, coaching and monitoring. However, despite staff training and support, the quality of staff interaction is not consistent across all rooms, particularly in the toddler room. The organisation of records is not sufficient. Some records are not readily available to ensure the efficient management of the setting.

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

- Babies are learning to use their language effectively. Staff value and respond quickly to their attempts to communicate. For example, when a young baby starts to rub their eyes, staff quickly arrange for them to have a sleep. Staff frequently sing action rhymes which children are keen to join in with. They move their hands to replicate the actions and join in with the familiar words. Babies show anticipation and excitement when the rhyme is coming to its loud finale.
- Staff do not consistently promote toddlers' communication and language skills in larger groups. Toddlers walk around a church yard with staff in a small group. They notice snails and touch the grass with their hands. Staff ask them, 'What does it feel like?' Toddlers reply and say 'spongy'. However, in large groups such as during snack time, staff ask closed questions and speak very quickly to the toddlers. This prevents these children from hearing and learning new words.
- At times, children are boisterous with each other and struggle to share. For example, as part of their play, toddlers lie on top of their friends and squash them, which causes them to get upset. Pre-school children play with spaghetti and snatch toys from each other. Staff do not fully teach toddlers and pre-school

children how to play cooperatively with each other and show sensitivity to the needs of their friends.

- Staff support children with special educational needs and/or disabilities effectively. For example, staff use picture lanyards and objects for reference to help children make choices in their play. They work closely with parents to establish next steps of development. Staff seek advice from the special educational needs coordinator when required. They seek external support when necessary.
- Interaction from staff working with toddlers does not consistently engage or challenge them. For example, during a planned activity, toddlers sit around a table with staff who hand out fairy cakes to decorate. Instead of decorating the cakes as planned, the toddlers eat them because staff do not explain the purpose of the activity. Staff do not implement what they intended or further the toddler's learning and development.
- Children's records relating to safeguarding and staff recruitment are not always available for the provider to access. The manager demonstrates that she is able to follow safeguarding procedures to escalate any concerns about children. However, the organisation of records to support this action is ineffective. Although the written information is stored securely in the manager's office, it is not always easy to find when needed.
- Parents report that communication from the setting has improved recently, and they feel well informed. They now receive better information about what children are learning. This helps them to be more involved in their children's development and more able to support their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, significant support has been given to staff to improve their understanding of how to keep children safe. Staff have a confident knowledge of the safeguarding policy and procedures. They know how to recognise a safeguarding concern and how to escalate this. Risk assessments are effective. For example, when children visit a nearby garden used by the public, staff identify potential hazards. They take steps to minimise these as part of their risk assessment.

What does the setting need to do to improve?

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

	Due date
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ensure records are easily accessible and available to ensure the efficient management of the setting	29/09/2023
improve staff interactions in the toddler room to ensure children are sufficiently engaged and challenged, to further their learning and development.	27/10/2023

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

- develop ways to help toddlers hear and learn more new words to further their communication and language skills
- support staff to manage children's behaviour, to help pre-school children and toddlers play cooperatively and show sensitivity to the needs of their friends.

Setting details

Unique reference number	EY538029
Local authority	Cornwall
Inspection number	10307180
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	0 to 9
Total number of places	65
Number of children on roll	106
Name of registered person	St Columb Minor Preschool Ltd
Registered person unique reference number	RP538028
Telephone number	01637 879358
Date of previous inspection	22 May 2023

Information about this early years setting

St Columb Minor Preschool registered in 2016. It operates from St Columb Minor parish church hall, near Newquay, Cornwall. There are 15 members of staff, of whom nine hold relevant qualifications at level 2 or above. The setting opens from 7am to 6pm, Monday to Friday, all year round. Out-of-school care and a holiday club for primary-age children are also provided. The setting is in receipt of funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Jemma Honey
Samantha Powis

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- Children told the inspectors about their friends and what they like to do when they are at pre-school.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- An inspector carried out a joint observation of a group activity with the manager.
- An inspector spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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