

Inspection of St Eval Pre-School

Lincoln Row, St Eval, Wadebridge, Cornwall PL27 7TR

Inspection date: 4 October 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children enter the setting confidently. They know the routine and follow instructions well. Children hang their coats and bags up and find their names to register themselves present. They are kind and say 'please' and 'thank you' to each other. Children feel safe. They show this as they happily play alongside staff, who know them and their families well.

Children learn about what makes them unique. They know they are important. Staff ask children about their experiences outside of the setting. Children tell staff about a long journey they went on in a car. Staff expand on this information and recall what they did. They talk about how long it took to get there, developing children's understanding of time.

Staff collaborate with parents to establish children's starting points when they first enrol. Staff know what they want children to learn and what they need to do next. They share children's next steps of development with parents and review these regularly. Staff implement a well-designed curriculum based on the children's interests. For example, children are due to have their hair cut, so staff set up a hairdressing salon. Children pretend to cut each other's hair and look in the mirror. Staff help children to know what to expect when they have their first haircut.

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

- Staff teach children independence skills effectively. For example, children go to the bathroom and wash their hands before snack time. Staff give them a gold star to confirm that their hands are clean. Children collect a cup and spoon, choose their cereal and pour their own milk. Staff praise the children for being independent and for their 'good work'.
- Children broaden their knowledge and understanding of mathematical concepts well. They scoop and fill cups up with sand. Staff ask them, 'How many cups will fill up the pot?' Children estimate and guess, saying, 'three cups'. Staff count aloud alongside the children while they do this. Staff extend this act for slightly older children. They ask them to fill a slim, tall tube. This offers them challenge, and they begin to learn about capacity. Children have a positive attitude to learning.
- Children develop their overall physical development. They practise their balancing skills as they walk on small crates outside. Children are resilient. For example, if children fall, they quickly get back up and try again. Staff help them to gain the confidence they need and hold their hand as they walk on the crates. Children feel a great sense of pride when they master it without help from staff. This boosts their self-esteem.
- Staff support children with special educational needs and/or disabilities to make

progress. They use strategies such as visual cards to help children to communicate. This helps children to ask for things and to know what is coming next. Staff share these strategies with parents. Parents value the support and advice they receive from staff on how to support their children's learning and development at home.

- Children play a listening game. Staff hide items in a box and ask the children to listen to the sound each item makes. Children enjoy the game. However, some children struggle to fully listen because of distractions. For example, staff read stories to other children nearby while they are trying to listen. Staff do not always organise activities to minimise distractions to enable children to develop their listening skills further.
- Staff play alongside children with dinosaurs and look at insects through a magnifying glass. Although children engage, staff do not strengthen children's communication and language skills effectively. For example, staff ask children questions one after the other. Staff do not always give children sufficient time to process their thoughts and respond before asking another question.
- Leaders work in close partnership with the local primary school. For example, during the summer term, children visit the school and have lunch in the canteen. This eases the transition many of the children will make and helps prepare them for their next stage in education.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made significant improvements since the last inspection. Staff monitor and manage existing injuries effectively to help keep children safe. Staff know the signs and symptoms of possible abuse or neglect. They know which external agencies to contact should they have a concern about a child's welfare or a member of staff. Staff teach children how to manage their own safety. For example, staff talk about what may happen while pushing a tyre swing outside. Children identify potential risks. They tell staff they will 'not push it too far' in case one of their friends walks in front of it.

What does the setting need to do to improve?

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

- organise children's activities effectively to minimise distractions and enable children to develop their listening skills further
- support children's communication and language skills further by, for example, giving them sufficient time to process their thoughts and respond to questions.

Setting details

Unique reference number	102862
Local authority	Cornwall
Inspection number	10299097
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 4
Total number of places	16
Number of children on roll	29
Name of registered person	St Eval Pre-School Playgroup Committee
Registered person unique reference number	RP520043
Telephone number	01841 540076
Date of previous inspection	15 May 2023

Information about this early years setting

St Eval Pre-School is a committee-run group which registered in 1991. It operates from a purpose-built building in the village of St Eval, Cornwall. The pre-school operates during term time only and is open each weekday, from 9am to 3pm. The setting is in receipt of funding to provide free early education for children aged two, three and four years. There are seven members of staff, including the manager. Of these, one holds a qualification at level 4, four hold qualifications at level 3 and one is unqualified. The manager holds a degree qualification at level 6.

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector 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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