

# Inspection of Roche Pre-School Playgroup

Victory Hall, Victoria Road, Roche, St Austell, Cornwall PL26 8JG

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Inspection date:

9 November 2023

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## **Overall effectiveness**

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## **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**

The quality of education varies across the pre-school. Although the curriculum meets the needs of most of the children attending, it does not have the level of detail in its design to enable staff to progress children's communication and language and meet the learning needs of those children with special educational needs and/or disabilities (SEND). This means that some children struggle to communicate with others and be understood and, at times, children with SEND become disengaged and wander. Nevertheless, all children are confident to access the activities and resources of their choice, inside and outside. They form close bonds with the friendly and inclusive staff. Children enjoy counting the sticks on the bonfire small-world play with staff. This helps them with their mathematical development.

Older children learn about emotions and are beginning to recognise how different emotions make them feel. They use mirrors to look at their own facial expressions and show interest as staff model to them how the characters on the emotions cards feel. Babies seek out staff when they are feeling anxious or upset and settle quickly once they are comforted by a familiar adult. Staff sit with babies and share books with them, encouraging them to feel the different textures. Babies have secure attachments with staff and they have their personal needs met very well. However, staff do not teach older children to learn about how to recognise and manage their health needs when needed.

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

- Leaders do not ensure that the curriculum is designed to give children with SEND the knowledge and skills they need. Staff do not receive the help they need to provide the right level of challenge and support to enable the children to make good progress. Children with SEND spend long periods watching others and wander aimlessly.
- At times, staff do not prepare for routine times of the day well enough. For example, some staff tidy away the resources themselves and do not encourage the children to help them. This results in some of the children sitting waiting for the next activity to start while others race around outside without purpose and staff do not consider providing experiences to meet the needs of these children. This does not encourage children to develop a positive attitude to their learning.
- Older children know why they need to wash their hands and have good hygiene. Staff help younger children and babies to clean hands before sitting down to eat. Older children develop independence skills. They pour their own drink and clear their plates away.
- Staff encourage children's understanding of the world through a range of outings into the community. They take children to the local shop and butchers to source

their produce for mealtimes. Children gain an understanding of safety when outdoors. Staff use these times to teach children about wildlife, buildings and environments. Children enjoy these experiences while learning about the world around them.

- Children have regular access to the outdoors and, on occasion, they enjoy participating in appropriately challenging physical activities such as balancing and climbing. Older children learn about the pre-school's rules of safe play. Children offer each other their hand when climbing across the large equipment.
- Staff do not promote good self-care practices for the older children. Children are not consistently supported to wear their coats when they are outside in heavy rain and cold weather. Some children tell staff that they are cold and other children spend most of the morning outside without a coat on. This does not encourage children to develop an awareness of positive health routines.
- Some aspects of the curriculum are promoted well. Staff promote a love of books with all children and children enjoy sharing books together. They learn to listen to stories and are beginning to develop an understanding of storytelling.
- Staff do not receive the support they need to promote children's communication and language as well as they could. At times, they ask children questions that do not require a verbal response and narrate what the children are doing in their play without encouraging them to talk. Some children spend too long playing and exploring silently, which limits their opportunities to engage in discussions and hear language.
- Overall, parents comment positively about the setting, including the friendliness of staff and happiness of their children. However, not all parents receive information about their children's progress. For instance, staff do not ensure that all parents know their children's specific developmental targets to further support their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their safeguarding responsibilities. They are confident to identify signs of abuse or neglect and know the procedures to follow if they have any concerns about a child in their care. The manager ensures that staff receive regular training. All staff undergo robust recruitment and vetting procedures to assess their suitability. The premises are safe and secure, and staff carry out thorough risk assessments to ensure that any hazards are removed to keep children safe. Staff are deployed effectively to ensure that children are supervised well.

## 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> |
|--|-----------------|

|  |            |
|--|------------|
| improve the design and delivery of the curriculum to meet the needs of children with SEND, to help them achieve their next steps in learning | 01/02/2024 |
| improve the design and delivery of the curriculum, with a particular focus on the development of children's communication and language       | 01/02/2024 |
| improve staff's knowledge and skills to help children to understand practices that contribute towards their good health.                     | 01/02/2024 |

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

- improve daily routines to reduce the amount of time that toddlers have to wait, so that they engage in more purposeful play and learning
- strengthen partnerships with parents to enable a shared approach that involves parents in their child's learning.

## Setting details

|  |                                      |
|--|--------------------------------------|
| <b>Unique reference number</b>                     | EY285656                             |
| <b>Local authority</b>                             | Cornwall                             |
| <b>Inspection number</b>                           | 10308156                             |
| <b>Type of provision</b>                           | Childcare on non-domestic premises   |
| <b>Registers</b>                                   | Early Years Register                 |
| <b>Day care type</b>                               | Sessional day care                   |
| <b>Age range of children at time of inspection</b> | 0 to 4                               |
| <b>Total number of places</b>                      | 36                                   |
| <b>Number of children on roll</b>                  | 36                                   |
| <b>Name of registered person</b>                   | Roche Pre-School Playgroup Committee |
| <b>Registered person unique reference number</b>   | RP524377                             |
| <b>Telephone number</b>                            | 07866226488                          |
| <b>Date of previous inspection</b>                 | 7 March 2018                         |

## Information about this early years setting

Roche Pre-School Playgroup is managed by a committee and first registered in 1978. It opens each weekday during term time and sessions are from 8.15am to 2.30pm. The pre-school receives funding for free early education for children aged two, three and four years. The pre-school employs eight staff. Of these, one holds an early years qualification at level 2, four at level 3 and one at level 4. There are two apprentices employed at the pre-school.

## Information about this inspection

### Inspector

Stephanie Ayres

## 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 pre-school.
- The manager joined the inspector on a learning walk and talked about the curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do when they are at the pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector took account of parents' comments during the inspection.
- 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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