

Inspection of Sir Robert Geffery's Preschool

School Road, Landrake, Cornwall PL12 5EA

Inspection date: 17 January 2024

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 form positive relationships with staff. They feel safe and secure. Children show this as they go to their chosen adult when they arrive and happily wave goodbye to their parent or carer. All children are polite and kind to each other. They say 'please' and 'thank you' often. If children struggle to find something, others will help them. Younger and older children play cooperatively with each other. For example, staff ask toddlers and pre-school-age children to put aprons on and lay the tables for lunch. These children work together and are eager to be helpful.

There is an ambitious curriculum in place that builds on what children know and can do and need to learn next. Staff observe children's interests and use these to motivate children to learn. For example, staff notice that children like to read a storybook about a monkey in a jungle. Staff set up an activity inspired by the story with dough, animals and broccoli to represent trees in the jungle. Children manipulate the dough and develop their finger dexterity. Staff read the storybook to them while they play. Children listen intently and re-enact events in the story. Staff are effective communicators. They talk slowly and clearly to develop children's speech and language skills.

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

- The manager has made many improvements since the last inspection. Staff regularly attend training to improve their practice and meet the learning needs of all children. For example, following training, staff set up a reading initiative to enhance children's love of books. Children take books home with puppets or games and share these with their families. Parents value this and feel their children's speech has improved as a result.
- Children learn to be independent. When they arrive, they stack their lunch boxes on a shelf in the hallway and wash their hands before they come in. Staff remind children to dry them properly, and children follow these instructions. Children know they do this to wash the germs away and this helps to keep them healthy.
- Staff carry out small-group activities with children in different areas of the environment. However, they do not always organise adult-led activities effectively to minimise distractions and enable children to fully focus on their learning. For example, staff play a listening and singing game with children in a busy area. Other children coming and going next to the activity distract children from their learning.
- Children develop their knowledge and understanding of volume. They pour water into saucepans and watch until it reaches the top. Staff describe what is happening and children tell staff 'It is full'. However, staff do not provide enough opportunities for children to count to further develop their knowledge of numbers. For example, staff miss opportunities to count with children when

learning about volume and during other times of the day, such as at snack and lunchtime.

- Staff help children make progress in their physical development. Children lift containers with varied weights and carry them around the garden. They strengthen their upper body muscles. Children learn how to balance. They stand on balance boards and rock from side to side. Children show resilience. If they fall off a board, they get back on and try again. Staff praise the children for persevering.
- Children learn about what makes them unique, and they feel valued. Staff make photo books of children's family members, their favourite toys and what they like to do outside of the setting. The photo books ease the transition between home and nursery and help children to settle when they first join. Children gain comfort from these and this supports their well-being.
- Staff support children to broaden their knowledge about the wider world. Children enjoy learning about the local community. They walk to a nearby church to celebrate festivals and learn about different people in society. Children learn how to keep safe while on outings. For example, police officers visit the setting and teach children about road safety, including what to do in an emergency.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- organise adult-led activities effectively to minimise distractions and enable children to fully focus on their learning
- introduce more opportunities for children to count, to further develop their knowledge and understanding of numbers.

Setting details

Unique reference number	102820
Local authority	Cornwall
Inspection number	10284109
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	1 to 4
Total number of places	35
Number of children on roll	74
Name of registered person	Sir Robert Geffery's Preschool Committee
Registered person unique reference number	RP520016
Telephone number	01752 851343
Date of previous inspection	8 March 2023

Information about this early years setting

Sir Robert Geffery's Preschool registered in 1992 and is situated on the site of Sir Robert Geffery's Primary School, in the village of Landrake, Cornwall. A voluntary committee manages the setting. The pre-school opens weekdays during term time from 7.15am to 5.30pm. The pre-school offers free early education to children aged two, three and four years. There are seven members of staff. Of these, five hold appropriate early years qualifications at level 3 and one is working towards level 3. The manager has early years professional status.

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.
- Staff spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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