

Par Moor Preschool and Nursery

The Training Centre, Par Moor Road, PAR, Cornwall, PL24 2SQ



Inspection dates

12 February 2018

Previous inspection date

28 May 2014

The quality and standards of the early years provision	This inspection:	Requires Improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires Improvement	3
Quality of teaching, learning and assessment		Requires Improvement	3
Personal development, behaviour and welfare		Requires Improvement	3
Outcomes for children		Requires Improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager does not ensure that staff consistently use the assessments of children's development to plan targeted activities that address next steps, challenge children and help them to achieve. Children do not make the progress of which they are capable.
- The standard of teaching is not consistently strong. Some staff regularly miss chances to challenge children during activities to extend their learning well enough.
- The manager does not support staff effectively enough to improve and extend their teaching skills and knowledge, to help to improve learning outcomes for children.
- Older children do not have regular opportunities to engage in activities that challenge them further in their physical development, such as climbing and balancing.
- Self-evaluation is not effective to help identify areas where improvement is needed, to provide good-quality care for children.

It has the following strengths

- The manager and staff provide a safe and welcoming environment for children to explore. They carry out regular safety checks to ensure the premises are secure, for example.
- Staff are attentive and form close bonds with the children, which supports their emotional well-being effectively.
- Partnerships with parents are good. Staff consult parents about children's home routines to support them in the setting.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due Date
improve staff skills to assess children's learning accurately, and plan targeted activities that help children to achieve the next steps in their learning and development promptly	12/04/2018
improve the quality of teaching, to ensure that staff know each child's individual next steps and provide the necessary support and challenge so that children make good progress in all areas of learning	12/04/2018
increase the support and supervision for staff, to develop their skills and understanding of how to effectively extend children's learning, to raise teaching to a consistently good level.	12/04/2018

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

- review the organisation of meal times, in order to enhance opportunities for supporting children in developing and reinforcing their learning in meaningful ways
- develop existing systems to further encourage and include parental contributions to their children's assessments and planning
- make better use of ongoing self-evaluation to more accurately identify and address areas that require improvement
- extend opportunities for older children to climb and balance, to provide more challenge and develop their physical skills and confidence.

Inspection Activities

- The inspector observed the staff engaged in activities and routines indoors and outside.
- The inspector carried out a joint observation with the manager, and discussed the quality of teaching and children's progress.
- The inspector looked at a range of documents and children's records.
- The inspector held a meeting with the manager and discussed self-evaluation.
- The inspector talked to children, parents and staff and took account of their views.

Inspector

Margaret Baird

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff understand their role to protect children and supervise them well. The manager recruits and vets staff appropriately to check their suitability. She organises meetings, supervisions and appraisals to support staff. However, she does not monitor their practice well enough, which leads to inconsistencies in teaching, reducing the progress children make. The manager tracks children's progress to identify any gaps in their learning. She works with other professionals to support children who need extra help. The manager has successfully addressed recommendations from the last inspection, to review and improve systems for parents to contribute what children achieve at home. However, self-evaluation does not focus on inconsistencies in the quality of teaching or areas where improvements will provide good-quality outcomes.

Quality of teaching, learning and assessment requires improvement

Staff observe children as they play to assess their achievements. However, they do not use the information well enough to plan activities that challenge children to help them make good progress. For example, when older children decorate lanterns for Chinese New Year, the limited range of resources does not support them to develop their imaginations. Not all children receive the input they need to understand the topic and activity. Children use scissors confidently and show interest in writing their names. However, staff do not give them appropriate guidance and support to practise and sustain their interest in early writing. Children do not achieve as well as they could to help them make swift progress. Children have access to inviting book areas and generally enjoy listening to stories. Older children engage well in conversations. However, the group story time for older children is not well organised to fully engage all children and extend their learning. Activities for babies do not always sustain their attention.

Personal development, behaviour and welfare require improvement

Staff interact with children in a caring and friendly manner, supporting their care needs effectively. They are good role models and praise children's good behaviour. Children play together cooperatively, for example, during circle games outdoors. Staff provide opportunities for younger children to develop their physical skills indoors as they crawl and bounce on soft surfaces, for example. However, staff do not provide older children with opportunities that challenge them appropriately to climb and balance. Children do not develop their physical coordination and confidence as much as possible.

Outcomes for children require improvement

Children do not always receive the challenge and interaction they need, to fully prepare them for the next stage in their learning. Older children sometimes lack interest in activities, and do not concentrate, especially during some group activities, where they become distracted. Babies do not engage well in sensory activities, as resources are inappropriate for their needs and interests. Children show independence using cutlery at mealtimes. Younger children point to menus and make their needs known to staff.

Setting details

Unique reference number	EY473141
Local authority	Cornwall
Inspection number	1037190
Type of provision	Full day care
Day care type	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	53
Number of children on roll	66
Name of registered person	Par Moor Pre-school and Nursery Ltd
Registered person unique reference number	RP532307
Date of previous inspection	28 May 2014
Telephone number	01726 814055

Par Moor Preschool and Nursery Ltd registered in 2013. It is open every weekday from 7.30am until 6pm for 51 weeks of the year, closing for a week over the Christmas period and all bank holidays. There are 10 staff who work with the children, all of whom hold appropriate childcare qualifications. The manager holds early years professional status.

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