

Inspection of Tregadillett Pre-School

Tregadillett Community Hall, Tregadillett, Launceston PL15 7EU

Inspection date: 9 October 2024

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children are happy and feel secure at this nurturing pre-school. Staff form secure and friendly relationships with children and are kind and considerate role models. They gently guide children to share and take turns as they cooperate during play. Staff frequently praise children and encourage their self-esteem, and children develop positive attitudes to learning.

The provider and staff plan a balanced curriculum with a focus on supporting children's communication and language skills. Staff are clear about what they want children to learn next. They get to know children well and find out about what interests and inspires them. Children make good progress due to the careful way staff help them to build on their achievements. For example, staff regularly provide sensory activities such as play dough. Children roll and form the materials to create imaginative models, building their manipulative skills and individual creativity.

Parents comment that their children love the opportunities they have for playing outdoors. For example, children have been visiting local woodland and watching how trees change according to the seasons of the year. Children enjoy fresh air and being physically active. They are delighted to splash in puddles and show pride when they manage to jump higher, making an even bigger splash.

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

- Parents speak highly of the pre-school and the good communication they have with staff about children's progress. For example, staff are always available when parents drop children off to talk about how children are feeling that day. When they pick children up, staff are there to talk about activities children have enjoyed. This supports a consistent approach to children's learning and supports their good health and emotional well-being.
- Staff are knowledgeable and skilful in supporting children to gain good speech and language skills. Children become captivated as staff read familiar stories, such as 'Goldilocks and the Three Bears'. Staff introduce a rich range of interesting new words and provide exciting opportunities for children to re-enact the story. Staff expertly join in with children's pretend play, encouraging them to 'feed' teddy bears with porridge oats. Children use mathematical language to describe the different-sized bowls as they pretend to try the porridge and enthusiastically exclaim, 'This one is just right!'
- The provider is ambitious for the pre-school and has a clear vision of how to move forward. They consult staff, parents and children about potential changes and improvements. Staff comment that they love working at the pre-school and feel valued and supported by the provider. Staff are able to develop their practice further through attending training, for example. Recent training has

enhanced their understanding of how to support children's emotional well-being throughout the pre-school.

- Overall, staff interact positively to support children's learning throughout the pre-school. They follow children's lead in play and help to develop their interests and curiosity. Occasionally, staff miss chances to encourage children to express their ideas and thoughts to deepen their knowledge and understanding.
- The provider and staff aim for children to gain independence and provide encouragement to children to get ready for going outside, for example. However, staff do not consistently give children responsibility for carrying out the small tasks that they are capable of to develop their independence even further.
- The provider and staff monitor children's development thoroughly to promptly notice any gaps in their learning. When children need extra help, staff plan tailored and effective support so they can make the progress they are capable of. Staff liaise with other professionals when necessary and provide valuable advice to parents.
- There are very effective links with local schools. The provider seeks out every opportunity for children to become familiar with school life. For example, children enjoy outdoor learning sessions at the school and get to know the staff and environment. These sessions are popular with children and parents, who comment that they support children to move on to school with confidence and self-assurance.

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:

- extend opportunities for children to become even more independent and confident in their own abilities
- coach and monitor staff to develop their interactions with children to a consistently high level throughout the pre-school.

Setting details

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| Unique reference number | EY239307 |
| Local authority | Cornwall |
| Inspection number | 10364136 |
| 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 | 2 to 4 |
| Total number of places | 19 |
| Number of children on roll | 14 |
| Name of registered person | Tregadillett Under Fives Pre-School Playgroup Committee |
| Registered person unique reference number | RP901985 |
| Telephone number | 07704159068 |
| Date of previous inspection | 28 January 2019 |

Information about this early years setting

Tregadillett Pre-School registered in 1972. It is based in Tregadillett Community Centre near Launceston, Cornwall. It is open from 9am to 3pm, Monday to Friday, during school term times. The pre-school provides funded early education for children aged two, three and four years. It employs six members of staff to work with children. Two members of staff have level 6 qualifications, three have level 3 qualifications and there is an apprentice.

Information about this inspection

Inspector

Margaret Baird

Inspection activities

- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector carried out a joint observation with the provider.
- Parents shared their views of the setting with the inspector.
- The provider 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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