

# Inspection of Mawnan Pre-School

Mawnan Pre-School, Carwinion Playing Field, Carwinion Road, Mawnan Smith,  
Falmouth, Cornwall TR11 5JD

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Inspection date: 3 June 2025

**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 Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive confidently and happily. They enjoy their time at the setting and develop the skills and knowledge to prepare them well for the next stage of learning, including school. Children eagerly recall what they know and can do. For example, pre-school children talk knowledgeably about the insects they have seen and learned about. They discuss a moth that looks like a twig and that they are watching caterpillars grow into butterflies. Staff have high expectations for children's learning and have created an ambitious curriculum. All children are curious, engage well and make good progress in their learning and development.

Staff understand the positive impact that developing warm relationships with children has on their ability to progress. They help children feel safe, secure and welcome at the setting. Children develop good social skills and behave well. In the outdoor area, toddlers happily push toy babies in prams. Pre-school children politely say 'excuse me' to their peers as they build an obstacle course using wooden planks and tyres. Children willingly share their toys and understand how to take turns. For example, as older children wait patiently, they explain that only five children can play in the playhouse at a time.

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

- Staff read stories to children in lively voices, capturing their attention. Children of all ages enjoy listening and joining in with familiar parts. For instance, they count the oranges and lemons on the page with staff. Staff introduce new words and support children in expressing themselves confidently. Staff support younger children to develop their early writing skills as they use pens to make marks on paper. Pre-school children confidently write the numbers four and six.
- Staff are experienced in childcare and education. They report that they feel valued in their role and enjoy working in the team. Staff feedback that they receive ongoing support and coaching. However, they report that they would like to undertake more effective professional development, such as ongoing training, to ensure that all aspects of practice continue to improve over time.
- Staff encourage children to express their own ideas and develop their creativity. As they role play, children build their imaginative skills by making a pretend meal in the toy kitchen. They learn to cooperate, deciding who will cook the meal on the pretend cooker and who will do the washing up. Children develop their creative skills when building rockets using magnetic squares and triangles.
- Staff support children to develop confidence and perseverance. They guide children to understand their emotions. However, staff do not consistently provide children with opportunities to develop their independence skills further, such as during mealtimes or when accessing their coats and bags. As a result, children often have to wait for staff to do things for them.

- There is a strong focus on supporting children in building their physical skills. Children are guided to develop skills like jumping, running, climbing and catching a ball. Staff lead the children through a warm-up routine, which they all join in with enthusiasm, doing stretches and star jumps. All children take part in a sports session with an outside provider, where they learn to roll balls along the floor using tennis rackets, building confidence, coordination and strength.
- Staff engage in rich interactions with children and give children time to think and respond, guiding them to develop their own ideas. Staff and children regularly use sign language to communicate, which further supports children's communication development.
- Staff work closely with parents and invite them to share their observations about their children's achievements. Parents report that communication is effective and they feel kept up to date with their children's activities and progress. Parents recommend the setting to others.

## **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:**

- enhance staff professional development to ensure all areas of practice continue to improve over time
- extend opportunities for children to develop independence skills.

## Setting details

<b>Unique reference number</b>	102923
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10398560
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Mawnan Pre-School Committee
<b>Registered person unique reference number</b>	RP904643
<b>Telephone number</b>	01326 250627
<b>Date of previous inspection</b>	30 October 2019

## Information about this early years setting

Mawnan Pre-School registered in 1975 and is managed by a voluntary committee. The pre-school is a registered charity and offers government-funded spaces for childcare. It is situated in the rural village of Mawnan Smith, near Falmouth, Cornwall. The pre-school is open each weekday, from 8am until 3pm, term time only. There are seven members of staff. Of these, two hold level 6 relevant qualifications, two hold level 3 early years qualifications, and one holds a level 2 qualification.

## Information about this inspection

### Inspector

Victoria Jones

## Inspection activities

- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector completed a learning walk of the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke with the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The manager and inspector carried out a joint observation of an activity, and they evaluated this together.
- Parents shared their views of the setting with the inspector.

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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