

Portreath Pre School

The Institute, Penberthy Road, Portreath, Redruth, Cornwall TR16 4LP



Inspection date	22 May 2019
Previous inspection date	10 March 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Children flourish in the exceptionally welcoming and highly motivating pre-school environment. Excellent use is made of the local area to further extend children's learning experiences as they hunt for minibeasts in the forest and explore treasure they find on the beach. They demonstrate exceedingly high levels of concentration as they intently study the objects they find and identify similarities and differences.
- The staff are highly skilled and well qualified. They are quick to adapt their approach to meet the exact individual needs of each child. Exceptionally accurate and detailed monitoring and assessment procedures enable staff to know precisely what children can do to help them take the next step in their learning. As a result, children make outstanding progress.
- Excellent partnership working with parents helps to ensure children receive consistent support for their learning and care needs. Parents state that staff go 'over and above' what is expected of them. Staff value the involvement of parents in children's learning. For example, they provide learning bags for parents to share with children at home.
- Children have high levels of confidence. They respect and show consideration for their friends, due to staff acting as excellent role models. Staff encourage children to think about their own feelings and the feelings of others. Children learn to share fairly, take turns and think about what they can do to make someone feel happy. This enables them to forge strong and trusting relationships.
- Children's safety and welfare are given top priority by all those involved with the pre-school. Children have an excellent understanding of how to keep themselves safe and healthy. For example, prior to their walk through the woods, they discuss the hazards that they might encounter and what they need to do to stay safe.
- Managers and staff show a strong commitment to their own professional development. They continuously reflect on what is working well, and how they can make even more improvements. They all have a positive attitude to overcoming obstacles, thinking 'outside the box' to find ways of ensuring that they achieve the very best possible outcomes for each individual child.

What the setting needs to do to improve further

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

- continue to build on the already good links with the local community to further support children's awareness of the wider world.

Inspection activities

- The inspector observed children in their activities. She spoke with children and staff about their play and learning.
- The inspector held meetings with the manager and nominated person to discuss leadership and management of the setting.
- The inspector completed a joint observation with the manager and discussed the quality of teaching and assessment and planning procedures.
- The inspector spoke to parents and carers to gain their views on the pre-school.
- The inspector sampled a range of documentation used to support children's welfare and learning.

Inspector

Samantha Powis

Inspection findings

Effectiveness of leadership and management is outstanding

Focused action plans help to ensure that the pre-school is constantly improving. The manager is highly reflective and includes staff, children and parents in her evaluations. Rigorous monitoring of children's development and close liaison with the school ensure that any gaps in children's learning are targeted. For example, staff have completed training and implemented new strategies to help children to manage their emotions. Alongside this, information sessions are offered to parents to ensure children receive consistent messages from home and pre-school. This has already had a significant impact on how well children behave and their ability to form strong relationships with their friends. Safeguarding is effective. Managers and all staff recognise their individual responsibilities in ensuring children are safe. They demonstrate an unquestioning vigilance of children's physical and emotional well-being. This helps to ensure that any concerns are identified and escalated as soon as possible.

Quality of teaching, learning and assessment is outstanding

The quality of teaching is excellent. As a result, children make rapid progress and have a thirst for learning. They eagerly participate in the exceptionally wide range of exciting activities. Highly skilled staff are quick to join in as children play. They suggest resources that children may add to their play, or pose challenging questions, to further extend their learning. Children confidently experiment and solve problems as they explore. For example, younger children confidently collect logs and planks to use as ramps to make their cars go faster. Staff show a genuine interest in what children have to say and constantly encourage them to join in with discussions. For example, on a walk in the village older children use their imaginations as they share their own ideas about who might live in the castle. Staff encourage children to build on their vocabulary, as they introduce new words such as 'cocoon' and 'webbing' in relation to their hunts for bugs.

Personal development, behaviour and welfare are outstanding

All staff know the children exceptionally well. They ensure that children's individual needs are given the utmost attention, so they feel happy, safe and secure. Children show responsibility for the impact their actions have on the environment. For example, they express their disappointment when they see litter that has been dropped in the woods. They are involved in projects such as keeping the beach clean, and talk about who has a 'plastic-free' lunch box. Children have a very good understanding of how to keep healthy. For example, they contribute to discussions about which foods are good for them. They gain excellent physical skills, for example, as they consider how to climb over a wall on their walk in the woods. Children show a strong sense of pride in their achievements, for example when they share their learning folders with their family.

Outcomes for children are outstanding

All children, including children with special educational needs and/or disabilities, are exceptionally well prepared for the next stage in their learning, such as school. Older children demonstrate an excellent awareness of letters, sounds and numbers. For example, they identify letter shapes, suggest words that start with this letter and have a go at writing it. They are confident to give things a try and learn from their attempts.

Setting details

Unique reference number	102847
Local authority	Cornwall
Inspection number	10070146
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	39
Name of registered person	Portreath Pre School Playgroup Committee
Registered person unique reference number	RP520014
Date of previous inspection	10 March 2015
Telephone number	07527700414

Portreath Pre School is a committee-run group that opened in 1969. It operates from the Village Institute in the coastal village of Portreath, in Cornwall. The pre-school is open Monday to Friday from 9am until 3pm during term time. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs seven members of staff to work directly with the children. Two staff, including the manager, are qualified teachers and the remaining staff have appropriate early years qualifications to at least level 3.

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