

# Portreath Pre School

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



<b>Inspection date</b>	10 March 2015
Previous inspection date	15 July 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are confident, happy and settled. They form a secure attachment to their key person and other staff, which promotes their well-being.
- Staff regularly extend their knowledge and skills by attending early years training events, such as Letters and Sounds. As a result, they successfully promote children's early reading and writing skills.
- Effective links with other practitioners help staff to support children in their move between settings and on to school.
- Staff recruitment and induction procedures are robust. In addition, ongoing suitability checks and regular performance reviews take place. This results in staff who are skilful teachers and promote children's learning well.
- Staff are positive role models. As a result, children's behaviour is good and they learn to share, take turns and cooperate effectively to maintain harmonious play.

### It is not yet outstanding because:

- Staff do not always organise the resources effectively to enable positive interactions to take place that fully promote children's learning and development.
- Self-evaluation does not involve children and parents in regularly monitoring the quality of provision.

## What the setting needs to do to improve further

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

- review the organisation and availability of resources that children can play with at any one time, to allow for more positive staff interactions to extend children's learning further
- include the views of children and parents more effectively in the setting's evaluation process.

### Inspection activities

- The inspector engaged in discussion with parents, children, the chairperson and staff.
- The inspector viewed the premises, toys and equipment.
- The inspector sampled documentation and children's records.
- The inspector observed interactions between staff and children.

### Inspector

Jayne Pascoe

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff have a good understanding of how children learn and develop. They know children well, so provide a broad and balanced range of challenging learning experiences based on their individual interests, preferences and abilities. Appropriate grouping of children enables staff to deliver focused activities that promote specific areas of learning. For example, older children extend their early reading skills by identifying rhyming words. Younger children use a mirror to study their facial expressions, as they discuss their feelings and emotions. Children also learn to identify and manage their personal care needs. These good practices help children to develop key skills for future learning. Assessment records contain good levels of information. They are available to parents on a daily basis. Parents report that they find them very useful in helping to monitor their children's progress and to promote home learning.

### **The contribution of the early years provision to the well-being of children is good**

Children learn to respect people's differences as they explore and celebrate their own cultures and beliefs, and those of others. Staff teach children how to identify and manage everyday risk, such as how to move wooden building blocks safely to the outdoor play area. Children eat healthily and enjoy plenty of fresh air and physical exercise, which impacts positively on their growth and development. Generally, the premises are organised well and staff supervise children appropriately at all times. Children make independent choices about what they will do. However, sometimes the extensive range of activities makes it difficult for staff to interact purposefully with all children so that they can promote children's learning and development during child-initiated play. This means, at times, not all children consistently engage in their play.

### **The effectiveness of the leadership and management of the early years provision is good**

Staff promote children's welfare, and learning and development well. They are confident to follow the local safeguarding procedures should they have concerns about a child. Risk assessment is effective in minimising potential hazards. Children practise regular fire drills with staff to develop their confidence and awareness. Since the last inspection, the pre-school has improved partnership working with parents and other providers, which contributes to meeting children's needs. Parents provide very positive feedback regarding the quality of care and education. However, although staff evaluate the pre-school practice on a regular basis, they do not fully involve children and parents in this process.

## Setting details

<b>Unique reference number</b>	102847
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	835666
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Portreath Pre School Playgroup Committee
<b>Date of previous inspection</b>	15 July 2010
<b>Telephone number</b>	07527700414

A voluntary committee manages Portreath Pre-School. The pre-school 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. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs 10 members of staff. Most have appropriate early years qualifications to level 3 and one member of staff holds Qualified Teacher Status.

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