

# Inspection of Gorran Pre-School

Gorran, ST. AUSTELL, Cornwall PL26 6LH

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Inspection date: 22 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 have strong bonds with the staff. They feel happy and secure in the setting. Quieter children are heard and included. Kind staff support children's emotional well-being by offering reassurance when needed. Children look forward to coming into the setting and quickly join in with activities on arrival. Parents praise the small, consistent staff team and the relationships their children have with them. Children benefit from well-planned transitions to school through visits and shared learning days, such as on road safety.

Opportunities to learn from real-life experiences are encouraged at the setting. Children are confident when presented with appropriate risks in the indoor and outdoor play environment. Real items are provided in the role-play area, such as utensils, cutlery and pans. Large play equipment outdoors, such as balancing beams, enhances the children's physical development. Children help prepare a nutritious snack, wash their own dishes, tidy up and dress in outdoor weather suits independently.

Children display positive behaviours towards each other and the staff. Effective behaviour management systems are in place. Staff use a storybook to broaden the children's awareness of being kind and sharing. Parents comment on the usefulness of the learned strategies and continue them at home.

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

- The staff make good use of what they know about children's interests to plan exciting activities. For example, they develop children's fascination in transport by reading about train rides and challenging them to use boxes to make a train in the garden.
- The passionate staff are enthusiastic in their teaching. However, they mainly ask closed questions and do not give children enough time to respond. This prevents opportunity for further learning.
- Children learn about their uniqueness. They enjoy looking at themselves in mirrors and comment on their differences respectfully. Children's special talents are celebrated on a wall display.
- Mathematics is secure as children count objects throughout the day. Children experiment with cars on a ramp to see how far each will go and discuss why. Activities to promote listening skills and sound recognition are readily available for the children to use independently or with staff.
- Children have the freedom to persevere in chosen activities for extended periods. For example, children build construction figures and display them proudly when they are finished. Staff praise and value their efforts and contributions.

- Links with the community benefit the children's knowledge of the world around them. They all experience the awe and wonder of the local area through summer visits to the beach and at Christmas they collect their tree from the garden centre.
- Children learn about healthy lifestyles and different cultures through dance, yoga, stories and cooking dishes from around the world. Photograph books illustrating past learning events are available for the children. Their long-term memory is enhanced as they enjoy looking at these books and remembering the festival of light.
- Regular assessments of children enable timely interventions when required. Children receive consistency in their learning and development as staff regularly communicate with other settings they attend.
- The manager is a reflective practitioner and puts the needs of the children first. She seeks parents' views and ideas and responds to their suggestions. Professional development for all is in place and staff access a variety of training to enhance practice. The manager oversees teaching and interactions to ensure children are engaged. The manager provides staff with support to reflect on and improve their practice. The proactive committee and manager regularly meet to discuss her professional development.
- The setting has actively reduced paperwork by using an online tracking and assessment system to alleviate workload. Parents enjoy contributing to this record and share achievements from home.

## **Safeguarding**

The arrangements for safeguarding are effective.

The staff are knowledgeable in safeguarding procedures, making referrals and what to do if they had a concern. Communication between professionals is secure and escalation procedures are in place through the setting's partnerships and committee members. There is a clear commitment to ongoing training and development. As such, staff are confident in recognising the signs and symptoms of abuse, extremism and radicalisation. Procedures are in place to monitor attendance. Children access the internet to extend learning and this is risk assessed and well managed. Consideration is given to the safety of children and the outdoor environment is accessible and secure. All staff are trained in first aid.

## **What does the setting need to do to improve?**

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

- develop the use of open-ended questions by staff to extend children's conversations
- allow children sufficient time to respond when asked a question.

## Setting details

<b>Unique reference number</b>	509092
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10062223
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Gorran Preschool Committee
<b>Registered person unique reference number</b>	RP906888
<b>Telephone number</b>	01726 842161
<b>Date of previous inspection</b>	24 May 2016

## Information about this early years setting

Gorran Pre-School is run by a voluntary committee and registered in 1977. It is located in Gorran, Cornwall. The pre-school is open Monday to Friday from 8.45am to 3.15pm, term time only. There are four members of staff, who all hold early years qualifications at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jemma Honey

### Inspection activities

- The inspector held discussions with parents, children and staff.
- A learning walk was completed by the manager and inspector.
- A joint observation was used to observe and assess practice.
- Documentation was sampled and all Disclosure and Barring Service (DBS) checks and first-aid certificates were checked.
- The inspector met with members of the committee.

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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