

Lewannick Preschool

Lewannick School, Hawks Tor Drive, Lewannick, Launceston, Cornwall, PL15 7QY



Inspection date

27 April 2015

Previous inspection date

27 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff are kind and caring towards children, which supports children's emotional development. Children are confident because they feel secure, helping them to develop positive attitudes to learning.
- Staff encourage children to develop strong investigative skills. This underpins all areas of learning. As a result, children make good progress in all areas.
- Children form good social skills. They readily share equipment and help each other to tidy away resources. These skills help children to develop strong relationships with others, which prepares them well for school.
- Staff attend regular training and share information with other staff members. This enables them all to use a variety of strategies consistently to support children's development, for example, using puppets to help children learn to express themselves.
- The manager is dedicated and leads staff well. They work as a team and set targets for continuous improvements to support children's achievements. Successful self-evaluation includes the views of parents and children and targets key areas to develop.
- There are effective partnership with parents to meet children's care and learning needs. This promotes positive working relationships that provide children with consistent learning experiences and supportive input from staff.

It is not yet outstanding because:

- Staff do not always encourage children to use the organised activities set up to challenge and extend their understanding of mathematics.

What the setting needs to do to improve further

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

- make better use of all organised activities to teach children quantities in relation to numbers and develop their mathematical skills further.

Inspection activities

- The inspector observed children playing with a variety of organised and self-chosen activities, indoors and outdoors.
- The inspector sought the views of parents and staff through discussions.
- The inspector and the manager conducted a joint observation of an adult-led activity.
- The inspector held a meeting with the manager to discuss the procedures for managing the pre-school and staff.
- The inspector sampled a variety of documents, including policies and some of the children's learning and development information.

Inspector

Tristine Hardwick

Inspection findings

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

Children make good progress because staff understand their learning needs. They make periodic observations of children and tailor activities they enjoy. This means that children concentrate well because their experiences are interesting and challenging. Staff deploy themselves well, indoors and outdoors, supporting children in their play. For example, they teach pre-writing skills by making patterns and shapes in foam with the children. The quality of teaching is good. Staff ask children questions, which helps to expand their learning independently. For example, as children played an imaginary pirate game, staff asked if they had hidden any treasure. This helped children to continue their story and to draw enjoyment as they played and worked together to find suitable 'hiding places'. Activities are ready for when children arrive every morning. This means that they can start to play immediately. However, staff do not encourage children to use the range of resources designed to enhance their mathematical skills.

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

Children are happy because staff have formed good relationships with them. This helps children to feel secure and ready to learn. Children confidently move around the pre-school and are eager to play with their favourite activity and friends. Children form good friendships and are considerate towards others, for example, offering to share equipment with younger children. This encourages children to develop good self-esteem, further supporting positive relationships. Staff are good role models and children respond well to their requests, such as tidying away resources. Children develop strong communication skills. They discuss story endings as a group and have general conversations during snack time. These skills prepare them well for school. Staff teach children how to keep safe and understand the risks as they climb on equipment in the garden area.

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

The manager understands her responsibilities and meets them well. She receives good support from the committee, who meet regularly to discuss strategy and practice. Since the last inspection, they have addressed the recommendations to improve the methods for storing staff information. Staff receive good support and attend a variety of training, which benefits children, especially their self-expression and confidence. All staff attend relevant child protection training. They are confident to identify signs and symptoms that may indicate a child's welfare is at risk. Staff follow an effective safeguarding policy in these circumstances, which details the procedure to follow, with relevant telephone numbers accessible, if necessary. Effective monitoring of children's progress helps staff to focus on gaps in children's learning and plan challenging activities to meet their needs.

Setting details

Unique reference number	102920
Local authority	Cornwall
Inspection number	839218
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	16
Number of children on roll	31
Name of provider	Lewannick Pre-school Committee
Date of previous inspection	27 January 2009
Telephone number	01566 782262

Lewannick Pre-school registered in 1992. It is located in Lewannick, Cornwall. The pre-school is open Mondays, from 8.50am until 12.30pm, and Tuesday to Friday from 8.50am until 3pm, term time only. They offer funded places for two-, three- and four-year-old children. There are six members of staff, most of whom have a relevant childcare qualification. One holds a qualification at level 6, three at level 3, one at level 2 and one staff member is unqualified.

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