

Inspection of Kea Preschool

Kea CP School, Kea, Truro, Cornwall TR3 6AY

Inspection date: 29 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Staff welcome parents and children very warmly into the relaxed and inviting pre-school and children settle quickly to enjoy the activities on offer. Children thrive in the care of the highly attentive staff team. The key-person system is very effective in giving children a firm sense of security and belonging. Staff know children well and value each individual child.

The manager and staff organise a rich and stimulating environment with an enticing range of learning experiences. Resources are very easily accessible and allow all children to lead their own play and become confident and inquisitive learners. Children enjoy daily fresh air and physical activity. They become thoroughly absorbed in choosing what to plant outdoors and use wheelbarrows and garden tools with increasing skill. They gain a good understanding of nature and the environment in which they live.

The manager and staff have highly effective systems in place to support all children to behave well. They continually praise children's positive behaviour and use visual prompts, for example, to encourage children to tidy away after activities. Staff have high expectations of all children to show consideration to others. They very successfully involve children in deciding on how everyone should behave and in choosing activities. Children share, take turns and cooperate exceptionally well.

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

- Staff make the most of regular routines such as snack time to promote children's independence and learning. Even the youngest children confidently help themselves to healthy and nutritious food then clear away afterwards. Staff develop children's learning during this social time. For example, they encourage children to count pieces of fruit and vegetables and extend their understanding of shapes and capacity.
- Children have ample opportunities to develop good physical skills. Staff actively encourage children to assess and manage risk as they climb, balance and gain good coordination. For example, outdoors, children enjoy setting up obstacle courses and set challenges for themselves. Staff skilfully encourage children to consider different weather conditions and decide how they might make the activity safer and more achievable. This promotes their awareness of playing safely and extends their problem-solving skills.
- Staff observe children, assess their learning accurately and quickly notice any gaps in children's development. They use funding effectively and work in good partnership with other professionals to provide the experiences children need to make good progress.
- The manager and staff team have a clear vision for the future and regularly

reflect on their practice. They consult parents and encourage children to make decisions about their favourite activities to continually promote children's enjoyment of learning.

- Staff have a good understanding of what children can do and what they need to learn next. They regularly share stories with children and tailor their approach to the children's individual needs. For example, some of the older children enjoy the repetition of familiar phrases in stories and this develops their confidence with early reading.
- Children gain good speaking and listening skills. Staff listen with interest to what children have to say and encourage younger children to learn new words. For example, they talk to children about the 'soft and squishy' texture of play dough as they enjoy rolling it out. Children speak confidently to visitors and talk about their play. However, some adult-guided group activities for older children are too large for all children to fully extend their thoughts and ideas.
- The management team recruits and supervises staff effectively. There are good systems in place to help staff build on their knowledge and skills in order to develop their practice further. However, this is not fully embedded and focused to raise the standard of teaching to the highest level.
- There are good links with local schools, and parents comment that children move on in their education happily and with self-assurance. The manager and staff maximise opportunities for children to become familiar with the school environment and staff. For example, children use parts of the school playground and enjoy a wider variety of play equipment.

Safeguarding

The arrangements for safeguarding are effective.

The deployment of staff is effective and children are supervised at all times in the different areas of the pre-school. Robust risk assessments help to ensure that children can play in a secure and safe environment. The manager and staff know the signs that might lead them to be concerned about a child's welfare. They are fully aware of the procedures to follow to keep children safe from harm and information is readily accessible.

What does the setting need to do to improve?

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

- review the organisation of adult-guided activities to ensure all children have opportunities to fully explore their thoughts and ideas
- develop and embed staff supervision and coaching to raise the quality of teaching to the highest possible level.

Setting details

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| Unique reference number | EY394045 |
| Local authority | Cornwall |
| Inspection number | 10109586 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 2 to 4 |
| Total number of places | 30 |
| Number of children on roll | 37 |
| Name of registered person | Kea Preschool Limited |
| Registered person unique reference number | RP529001 |
| Telephone number | 01872260299 |
| Date of previous inspection | 8 December 2014 |

Information about this early years setting

Kea Preschool re-registered as a limited company in 2009 and operates from a building within the grounds of Kea CP School in Kea, Cornwall. It is managed by a voluntary committee. The pre-school is open each weekday from 7.45am until 6pm, all year round. There are six members of staff who work directly with children, all of whom hold appropriate early years qualifications to at least level 3, with two members of staff qualified to degree level. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years.

Information about this inspection

Inspector

Margaret Baird

Inspection activities

- The inspector completed a learning walk with the manager, observed the quality of teaching during activities, indoors and outside, and assessed the impact this has on children's learning.
- The manager and the inspector carried out a joint observation.
- The manager and the inspector discussed the leadership and management of the pre-school.
- Parents talked to the inspector about their views of the pre-school.
- The inspector sampled documentation, including staff suitability checks and children's records.

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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