

Threemilestone Pre-School



Polstain Road, Threemilestone, Truro TR3 6DH

Inspection date	16 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager has a strong overview of the pre-school and includes staff well in evaluating and making ongoing improvements. For example, this has helped staff identify more ways for children to get ready for school, such as to develop their self-care skills.
- The friendly, caring staff greet children and families warmly on arrival. Children behave well, develop positive self-esteem and are emotionally secure in the pre-school.
- Children enjoy their play, are motivated to learn and make good progress. Staff provide a wide range of exciting activities to support children's interests and learning needs.
- Staff have a strong focus on promoting children's awareness of healthy living practice. For example, they discuss healthy foods that help them stay fit and well. Children know they need to wear sun hats outdoors in the hot weather to protect them from the sun.
- Staff form strong partnerships with parents and actively encourage their involvement with children's learning. Parents speak highly of staff, saying they are very supportive, their children are happy, settled and learning well at the pre-school.
- Staff miss opportunities to promote all areas of children's learning more effectively within their outdoor play, for example, to encourage children's interest in books and awareness of how print is used for a purpose, to support those who learn best outdoors consistently well.
- Although staff encourage children well to develop their counting skills, they occasionally miss opportunities to reinforce the written number as effectively, for instance, to help children learn more about matching number to quantity.

What the setting needs to do to improve further

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

- improve the play experiences and variety of resources in the garden play area to fully support the interests and needs of those children that learn best outdoors
- make more use of learning opportunities to reinforce all aspects of children's early mathematical awareness.

Inspection activities

- The inspector observed children's interactions indoors and outdoors in their play and discussed their learning and development with staff.
- The inspector viewed documentation, such as operational policies, procedures and required records for staff including qualification and first-aid certificates.
- The inspector completed two joint observations of children's activities with the manager and discussed the quality of teaching.
- The inspector took into account the spoken and written views of parents.
- The inspector met with the manager and had discussions, including about self-evaluation systems and how these help staff make ongoing improvements.

Inspector
Mary Daniel

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager supports staff well to keep their safeguarding awareness updated. Staff understand their responsibilities to protect children's welfare. The manager promotes staff's ongoing knowledge and skills effectively. For example, staff have raised their awareness of how to encourage children's communication skills, such as through listening to them and giving more time for their responses to questions. The manager and staff monitor children's progress regularly in liaison with parents, to promote a consistent approach to their learning. Staff work well with agencies involved with children's care and learning, particularly to support the progress of those with special educational needs, and provide an inclusive setting. Staff liaise closely with the host school and children benefit from a good transition process. For instance, staff share activities and events with teachers that help children become used to the school environment and routines.

Quality of teaching, learning and assessment is good

Staff listen to children's ideas and support their curiosity and understanding of the world effectively. For example, children show an interest in water and learn where rain goes to, what drainpipes are used for and what a reservoir is. They learn how ice melts into liquid as it gets warm and see which objects float and sink in water. Staff actively encourage children's imaginations and exploration of colour and texture. For instance, children mix sand, water and leaves together to make 'goo cakes'. They fill a bucket with sand and pretend it is a barbecue. Children enjoy experimenting, such as with milk and food colouring and show amazement at the colourful patterns their mixture makes.

Personal development, behaviour and welfare are good

Staff encourage children's physical development well through fun activities such as action songs and games. For example, children lie down pretending to sleep and then excitedly jump up high to hop around like rabbits. They enjoy football and yoga activities and learn to control their movements and breathing well. Staff encourage children to make choices and know their opinions are valued. For instance, children take votes on which story they want to listen to, or choice of foods they would like to try. Children talk about their superheroes with staff and what they could eat to be strong and able to fly. They say sweets are bad for their teeth and tell staff they use a 'noisy toothbrush'.

Outcomes for children are good

Children gain the necessary skills to prepare them for their future learning. Children are confident communicators and use language well to express their ideas. For example, younger children describe their play dough model as 'googly'. Older children use words such as 'steam' and 'condensation' in context. They tell staff about the colours of the tomatoes they grow and say, 'they were yellow and now red'. Children play cooperatively and gain good socialisation skills. They learn to take turns, respect others and are kind and helpful. For instance, they readily help staff carry a tub of water across the room. Children happily work with their friends to make dens, using resources such as tarpaulin, string, crates and pegs, and have a teddy bears picnic together.

Setting details

Unique reference number	EY547181
Local authority	Cornwall
Inspection number	10103635
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	45
Name of registered person	Threemilestone Preschool CIO
Registered person unique reference number	RP547180
Date of previous inspection	Not applicable
Telephone number	01872 275349

Threemilestone Pre-School has been registered since 1976 and re-registered at the current premises in 2017. It operates from premises based within the grounds of Threemilestone Primary School, Threemilestone, Truro, Cornwall. The pre-school is open each weekday from 8.30am until 3.10pm, during term time only. They also operate an after-school club from 3.10pm until 6pm. The pre-school receives funding for the provision of free early years education for children aged two, three and four years. The pre-school employs 14 members of staff, the majority of whom hold appropriate early years qualifications at level 2 or 3.

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