

# Inspection of Illogan Preschool

Churchtown, Redruth TR16 4SW

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Inspection date:

4 October 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

## What is it like to attend this early years setting?

### The provision requires improvement

Children arrive at the pre-school happily and confidently, and settle quickly to an activity alongside their friends. Relationships between the staff and children are positive, and children feel safe and secure in staff's care. Children show kindness towards others and with support from staff, they are developing an understanding of sharing and turn taking.

Overall, most children gain the necessary knowledge and skills that they need for their future learning, including school. Children are imaginative and play well together. For example, they make cupcakes from sand, and staff help them to take turns to enact the role of shop keeper in the role play area. Older children learn to count and recognise small quantities by sight. They develop an interest in books, concentrating well as they listen to the story, and learn some new words, recalling that an author writes a book. However, the provider and staff are not always clear about what they want children to learn, so the activities are not consistently tailored to the children's learning needs closely enough. Some activities are too long or difficult for the children, so they lose interest and choose to play elsewhere.

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

- The provider, who is also the manager, does not provide a curriculum that meets each child's learning needs consistently. The provider and staff do not always consider what they want children to learn, particularly for the two-year-olds, and the level of challenge for some children is not appropriate. Consequently, younger children do not understand the tasks they have been set and spend the time exploring alone elsewhere in silence. This does not help to engage all children and extend their learning.
- The provider meets with staff regularly to discuss their responsibilities and any concerns, and she observes their practice. However, monitoring, support and coaching for staff are not effective to help the provider to identify weaknesses in the curriculum and quality of teaching.
- Staff model language appropriately for children and teach them new words, such as 'conker' and 'acorn'. However, they do not provide good support for every child to speak. At times, they ask children questions that do not require a verbal response and narrate what the children are doing in their play without encouraging them to talk. Some children spend too long playing and exploring silently, which does not support their communication and language development.
- Staff know the children well and assess them accurately. When children require additional support, the provider works closely with other professionals to provide consistency in children's care and learning.
- Staff are enthusiastic and friendly, which helps children to feel comfortable at

the pre-school. For example, staff playfully 'snap' at the children using a crocodile puppet, which makes the children scream with excitement and delight.

- Children learn to behave, listen to and follow instructions and understand the daily routine. Staff model the use of good manners and remind children to say 'please' and 'thank you' at appropriate times. Children are polite and help to tidy up at staff's request.
- Children develop confidence in their own abilities and learn to be independent in their self-care. They proudly put on their coat and boots before playing outside, and wipe their nose and then wash their hands. Children recall that hand washing is important to 'kill germs'.
- Parents speak highly of the staff and setting. They talk about their appreciation of staff's communication and the regular updates about their children's experiences and progress. However, at times, the provider and staff do not work as closely with parents as they could to obtain important, up-to-date information about children's development and health.
- The provider does not form early links with other settings that are already attended by children, to obtain additional information that helps staff get to know the new children and settle them in quickly.

## Safeguarding

The arrangements for safeguarding are effective.

The provider and staff complete safeguarding training and know how to identify any concerns about children's welfare. They understand the procedures to follow to keep children safe, including how to report concerns to the relevant agencies. Staff are clear and confident about the whistle-blowing policy and know where to find contact details to report any incidents. The provider implements robust recruitment processes to ensure that staff are suitable to work with children. The provider and staff carry out risk assessments effectively to identify any hazards in the environment and ensure measures are in place to protect children.

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

**To meet the requirements of the early years foundation stage, the provider must:**

|                                                                                                                                                                                                    | Due date   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| develop the planning of the curriculum to provide appropriate challenge for each child, engage them fully in activities and extend their learning, with particular regard to two-year-old children | 28/10/2022 |

|                                                                                                                                                                                       |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| improve the monitoring, support and coaching for staff to improve staff's interactions with children, to provide more support and encouragement to develop children's speaking skills | 28/10/2022 |
| develop partnerships with parents to obtain more up-to-date and detailed information about children, to enable greater consistency in their care and learning.                        | 28/10/2022 |

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

- develop links with other settings attended by children from the start, to help children to settle quicker and promote continuity in their experiences.

## Setting details

|                                                    |                                    |
|----------------------------------------------------|------------------------------------|
| <b>Unique reference number</b>                     | EY557236                           |
| <b>Local authority</b>                             | Cornwall                           |
| <b>Inspection number</b>                           | 10216695                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Full day care                      |
| <b>Age range of children at time of inspection</b> | 2 to 4                             |
| <b>Total number of places</b>                      | 26                                 |
| <b>Number of children on roll</b>                  | 22                                 |
| <b>Name of registered person</b>                   | Murton, Tracy Louise               |
| <b>Registered person unique reference number</b>   | RP557235                           |
| <b>Telephone number</b>                            | 01209843386                        |
| <b>Date of previous inspection</b>                 | 12 November 2021                   |

## Information about this early years setting

Illogan Preschool originally registered in 1969 and re-registered under private ownership in 2018. The pre-school operates from the grounds of Illogan Primary School in Illogan, Cornwall. It is open each weekday from 9am to 3pm, during term time. The pre-school receives funding to offer early education places for children aged two, three and four years. Three staff, including the owner/manager, work with the children. The owner/manager holds a qualification at level 5 and the other staff members hold a qualification at level 3.

## Information about this inspection

### Inspector

Sarah Madge

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider led the inspector on a learning walk and talked about their curriculum and what they want the children to learn.
- The inspector observed the interactions between the staff and children throughout the inspection.
- The inspector spoke with children and their parents to take account of their views and feedback.
- The inspector spoke with staff and the provider at appropriate times during the inspection to consider their knowledge of their responsibilities and the setting's procedures.
- The provider and the inspector carried out a joint observation of an adult-led activity to reflect on the quality of teaching and learning.

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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