

# Piccolo Early Years Group

Bugle CPS, Fore Street, Bugle, St Austell, Cornwall, PL26 8PD



<b>Inspection date</b>	9 February 2015
Previous inspection date	8 February 2012

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

## Summary of key findings for parents

### This provision is good

- Staff work well together to provide a caring and stimulating environment for children. They place important focus on social and emotional development to prepare children effectively for their next stage of learning. Children understand the daily routines, which supports their confidence. Staff use age-appropriate expectations to promote children's good behaviour.
- Effective systems support staff well to work in partnership with others to meet children's individual needs and development. Staff monitor children's progress carefully and provide additional resources when required, to extend learning opportunities. This helps all children make good progress.
- Pre-school children enjoy frequent outdoor play opportunities. Staff plan and provide a good range of activities outside to promote all areas of children's development. This is of particular benefit to children who prefer to be outside, so they continue to learn.
- The manager is a good role model to staff and strives for improvement. The group has significant development plans for the provision for two-year-old children, to improve their facilities. This shows how effective self-evaluation benefits children's needs.

### It is not yet outstanding because:

- Staff sometimes miss opportunities to extend some aspects of children's communication and language development further.
- At times, staff can be overly directive in children's play activities. This means they do not always enable children to investigate freely, or provide them with wider opportunities to express their own creativity.

## What the setting needs to do to improve further

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

- improve staff use of key words in children's home language and in sign language , so they use them on a more frequent basis, to extend children's developing communication and language skills further
- increase the opportunities for children to make independent discoveries in play, and to use creative materials freely to produce their own designs.

### Inspection activities

- The inspector observed children in both age groups, during their indoor and outdoor play activities.
- The inspector held discussions with the manager, staff and parents.
- The inspector read a sample of children's development records.
- The inspector undertook a joint observation with the manager.
- The inspector checked safety and suitability matters.

**Inspector**  
Julie Wright

## Inspection findings

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

Staff seek relevant information from parents to help them meet children's individual needs. They know key words in children's home language and attend sign language training to use with the children. However, not all staff are confident in using these skills routinely throughout the session to extend children's communication further. The pre-school has good links with the primary school, which helps to promote continuity in children's learning. For example, staff use consistent teaching methods with the school to promote children's early writing skills. Children enjoy their activities and complete their chosen tasks, so they develop their ability to concentrate. They make clear progress from their developmental starting points. Overall, staff interact well with children to support learning. However, adult-led activities are sometimes too prescriptive, which produces a uniform result and does not reflect children's creativity. Similarly, children are not always able to take toys from one area to another. Staff encourage families to borrow books, which involves them in their children's learning and promotes literacy skills.

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

Staff provide interesting opportunities for children to learn about nature and being healthy. For example, children plant and grow vegetables, which they cook and eat. This activity encourages children to try different foods. Children learn about manners and develop social skills at snack and meal times. Staff praise children and use a visual reward system that children understand. Children are proud of their achievements, stickers and awards. To help overcome language barriers, staff seek additional support for families, for instance, using an interpreter to promote effective communication with parents. This means all parents understand the group's expectations and work together well to meet children's individual needs. Staff use pictures to help children understand the routines and activities. This is a positive strategy to help children settle and feel secure.

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

Robust procedures monitor staff suitability and keep children safe. Staff have regular training opportunities, which supports their development and raises awareness. Following courses, they adjust the educational programmes accordingly to improve children's learning. For example, they ensure that activities in communication and language target children's individual ability levels. Staff have increased their use of visual prompts to help children understand and to communicate. Following information from first-aid training, staff took prompt action to reduce the potential risk of choking hazards at mealtimes. Staff demonstrate a clear understanding of the procedures to safeguard children's welfare. The manager and staff evaluate their provision and have clear plans to improve. They are in receipt of funding to provide additional resources to extend support to children and their families.

## Setting details

<b>Unique reference number</b>	102987
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	839224
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Piccolo Early Years Group Committee
<b>Date of previous inspection</b>	8 February 2012
<b>Telephone number</b>	01726 850420 or 01726 852686

Piccolo Early Years Group opened in 1999. It is a committee run group located in the grounds of Bugle Primary School, with which it has close links. The group receives early education funding to provide free places for children aged two, three and four-years. It opens each weekday from 8.45am to 3.15pm in term-time only. There are 10 staff employed to work with the children, of these one has a level 4 qualification, seven have a level 3 and two have a level 2 qualification in early years.

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