

CORNWALL EARLY YEARS EDUCATION EFFECTIVENESS
Early Years Quality Improvement Support Programme
EY REGISTERED SETTING VISIT REPORT – INITIAL VISIT Learning and Development
CONFIDENTIAL to Provider and Local Authority (2023-24)

Date of visit	01 November 2023		
Provider name and address	Nancledra Preschool, Nancledra, Penzance, TR20 8NB		
Manager's name and email	Leanne Goodwin manager@nancledrapreschool.com		
Chair of committee/owner and email	Alexa Parker and Maria Knights		
Cornwall Council staff member and role	Emma Sharp	Early Years Advisory Teacher	
Date of last Ofsted inspection/grade	Good	01 March 2022	
Actions from previous inspection report	Help staff identify how they can build on what children already know and can do, to extend their learning to the highest possible level. Strengthen the systems for sharing information with all parents and staff about what children need to learn next and support them to build on these skills.		
Is the setting currently being supported by a Local Authority Action plan?	Yes/No	Does the setting have public liability insurance?	Displayed: NOT LOOKED AT DURING THIS VISIT Date on certificate:
Aim(s) of visit: 1. To monitor learning and development 2. To discuss professional development opportunities 3. To support with provision for children with EAL			
Sources of evidence used to inform this report 1. Discussion with the manager 2. Discussion with the preschool teacher 3. Observation of the learning environment 4. Observation of practice.			

Total number of children on roll:

Under 2's	2-3 year olds	3-4 year olds

Numbers of potentially disadvantaged or vulnerable groups

Child In Need	Child Protection Plan	Child in Care	English as an Additional Language	Service Family	Funded 2 Year Olds	Early Years Pupil Premium	Universal SEND Concern	SEND Support	Complex Needs	EHCP	SENIF	Total
ChIN	CP	CiC	EAL		F2YO's	EYPP						

Which languages are being spoken by children who have English as an Additional Language (EAL)? How effective is the provision in meeting the needs of multi-lingual children and their families?

A referral had been made to the EY service to gain support for a child with EAL who had difficulties settling. Useful documentation had been shared with the setting and the Early Years Advisory Teacher brought a small selection of bilingual books and books suitable for two year olds to the visit. The manager reported that the child had become much more settled in recent weeks, was no longer distressed and had started to build relationships with staff. A good relationship with the child's parents had also been established.

Summary of findings from this visit, including effectiveness of curriculum to improve outcomes for all children, especially those who are disadvantaged

Where practice was effective this was because:

- The indoor learning environments had been carefully designed to provide a homely and comfortable feel which meant there was a sense of calm throughout the nursery. Children demonstrated that they felt safe and relaxed which enabled them to play, explore and investigate with confidence.
- Activities and play opportunities on offer to the children were inviting and stimulating. A wide range of real objects and natural materials were incorporated into all aspects of their play, which meant that children were focused and engaged for long periods as they practised developing their dexterity and fine motor skills.
- 'Reading at Home' training had prompted further improvement of the nursery's book areas and approach to supporting children's love of reading. As a result, children had access to large cosy reading spaces that were well stocked with a range of books. The organisation of these areas had been carefully thought through so that staff could select from categories of books and display them at the child's height in response to their interests and the curriculum focus. A recent trip to a local bookshop for the preschool children demonstrated the setting's commitment to instilling a culture of reading.
- The preschool teacher recently attended the training 'Art in the Early Years' and had developed an art area which encouraged children's independence, creativity and development of specific skills. The preschool teacher noticed children were making rapid progress in this area, understanding the use of tools and techniques.
- Leaders continuously reflected on the quality of provision and were committed to ongoing improvement to ensure children received the best possible outcomes. They were able to identify their strengths as a setting and what they needed to improve.

Through discussion with the Early Years Advisory Teacher, the setting has identified the following areas for development:

1. The outdoor environments required further development. Although there was enough equipment, the baby space lacked interest and there were limited communication friendly spaces for example, for adults and children to sit and engage in conversation with children.
2. At times during children's play, practitioners missed opportunities to explicitly extend learning and intentionally teach scientific concepts.

Recommendations for further development:

1. Develop ideas for enriching the outdoor environments to enhance children's learning opportunities across all seven areas of the EYFS.
To support with this action:
 - Book to attend the following training as advertised in the Cornwall Early Years Training Directory:
 - EYFS43 Developing an inspiring outdoor environment (two recordings and a visit to a local outdoor space).
 - 'Open doors' for developing our practice.
 - Receive a visit from the Outdoors Specialist at the Early Years Practice Stronger Hub
 - Read and reflect on the article - [Babies and toddlers outdoors - Early Education \(early-education.org.uk\)](http://early-education.org.uk)

2. Increase practitioner understanding of guided learning so that practitioners become more skilled at teaching. For example, labelling and talking about scientific concepts when children are engaged in exploration and investigation - 'As well as building important knowledge, this extends their familiarity with words that support understanding across domains.' (EYFS Educational Programme Understanding of the World).

To support practitioner understanding consider the following:

- Attend EYFS26 Extend, expand, enrich (recording) Developing high quality conversations to extend learning
- Read - [Can guided play enhance younger children's learning? - Early Education \(early-education.org.uk\)](https://www.early-education.org.uk/can-guided-play-enhance-younger-childrens-learning/)
- Use 'peer to peer support' as part of practitioner cpd to help develop teaching skills by supporting and observing each other - [7 Tips for Better Peer Observations in Early Years | Family](#)
- Intentional teaching - [Principles-into-Practice-2021-revised.pdf](#) pages 31-32

The actions/ recommendations above have been agreed with the management and will support the setting to develop practice in line with the following grade descriptors for 'leadership and management' from the Ofsted Early Inspection Framework 2021

[Early years inspection handbook for Ofsted-registered provision for September 2023 - GOV.UK \(www.gov.uk\)](#)

Outstanding:

- Leaders ensure that they and practitioners receive focused and highly effective professional development. Practitioners' subject, pedagogical content and knowledge consistently builds and develops over time, and this consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that any issues are identified. When issues are identified – in particular about workload – they are consistently dealt with appropriately and quickly.

Good:

- Leaders have a clear and ambitious vision for providing high-quality, inclusive care and education to all. This is realised through strong shared values, policies and practice.

Leaders focus on improving practitioners' knowledge of the areas of learning and understanding of how children learn to enhance the teaching of the curriculum and appropriate use of assessment. The practice and subject knowledge of practitioners (including those who are newly qualified) build and improve over time. Leaders have effective systems in place for the supervision and support of staff.

Date of next visit:

To be confirmed.

Focus for next visit:

Progress towards the above actions.



Please ensure the main findings, outcomes and recommendations have been shared with the setting before leaving the premises. This record should then be completed within 5 days and returned to line managers for quality assurance and approval. Records should be returned to the setting within 10 working days.

For further information please contact: EYservice@cornwall.gov.uk

CCs to: Setting Manager and Chairperson/ Appropriate representatives from within the Together For Families directorate/ File

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