

Inspection of Threemilestone Pre-School

Polstain Road, Threemilestone, Truro TR3 6DH

Inspection date: 2 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the setting full of enthusiasm and curiosity, eager to explore and engage in learning. They are warmly greeted by friendly, attentive staff, who take time to welcome both children and their families, asking how they are and showing genuine interest in their well-being. Relationships between staff, children and families are strong, built on familiarity and mutual trust. Effective partnerships with parents and external agencies further enhance the support provided to children, ensuring a consistent and collaborative approach to their development.

Children are familiar with the nursery's routines and clearly understand the expectations. When children require support to manage their emotions, staff respond promptly and consistently, using positive language and modelling respectful behaviour to guide children. This consistent approach fosters a nurturing environment, where children feel safe, supported and ready to learn.

The learning environment is thoughtfully planned around stories, with a new book introduced every two weeks to inspire activities and discussions. Children are highly engaged in themed, hands-on experiences that bring the story to life. For example, in outdoor play, they delight in mixing herbs, glitter and water to create imaginative potions inspired by the current storybook. Staff enrich these activities by incorporating key vocabulary from the text, helping children build language skills. They also support children in identifying and naming different herbs, encouraging them to explore the scents and textures, which promotes sensory development and a love of nature.

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

- The setting has developed a curriculum that is purposeful and well suited to the needs of all children. Communication and language development is a central focus, with activities carefully planned to support children's progress in these areas. Children's development is closely monitored, enabling staff to make timely adjustments to meet individual needs effectively. Children actively engage with stories and songs, demonstrating enthusiasm and participation. The curriculum is responsive to the interests and characteristics of the current cohort, with a particular emphasis on outdoor play and physical activity, which is highly valued by the children. Children particularly enjoy playing with large trucks and open-ended resources, which allow for imaginative and physical exploration. Staff effectively encourage critical thinking and problem-solving during play, supporting children to think independently and work through challenges. These opportunities contribute positively to children's development.
- Staff provide a stimulating environment for the children. However, on occasion, excessive noise levels within the setting can disrupt children's ability to focus and

fully engage in their learning. While staff work to maintain an active and vibrant atmosphere, there are times when the noise created during group activities or transitions can be distracting, especially for children who may benefit from a quieter space to concentrate.

- Staff skilfully embed mathematical concepts into children's play. For instance, while children cut apples, staff introduce mathematical language, including 'half' and 'quarter', and encourage them to count the number of pips, developing both their vocabulary and numeracy skills.
- Staff encourage children to sit together during snack and lunchtime, making it a social occasion. The setting provides healthy snacks where staff actively encourage parents to supply nutritious lunch boxes, with guidance offered through an information leaflet made by the setting. Staff support children to pour their own water, promoting their independence. They also independently use the toilet and wash their hands. However, there are occasions when staff do not consistently monitor the thoroughness of children's handwashing before meals. As a result, children do not always learn to wash their hands correctly to help minimise germs.
- The dedicated and cohesive team meet regularly to reflect on the curriculum and review the effectiveness of planned activities and their own practice. Staff actively engage in professional development opportunities that are carefully chosen to have the greatest impact on outcomes for children. Recent training has included sessions on books, enhancing outdoor learning environments and fostering mathematical thinking. The training has helped staff gain a strong understanding of the curriculum and how to effectively use books and outdoor activities to enhance children's learning in an engaging and enjoyable way.
- Parents express positive feedback about the nursery, highlighting the support they receive. Staff maintain regular communication with parents, sharing updates on children's progress and promoting consistency in managing behaviour. Additionally, the setting offers parents practical ideas and resources to support learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- implement strategies to manage noise levels in the environment to help children focus and maintain their concentration
- help children understand the importance of effective handwashing to support

their self-care skills to minimise germs.

Setting details

Unique reference number	EY547181
Local authority	Cornwall
Inspection number	10388534
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 at time of inspection	2 to 4
Total number of places	24
Number of children on roll	37
Name of registered person	Threemilestone Preschool CIO
Registered person unique reference number	RP547180
Telephone number	01872 275349
Date of previous inspection	16 July 2019

Information about this early years setting

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, Truro, Cornwall. The pre-school is open Monday, Tuesday, Thursday and Friday from 8.15am until 3pm and Wednesday 8.15am until 11.15am, during term time only. They also operate an after-school club from 3.10pm until 6pm, during term time only. The setting offers government funded places for childcare and receives specific funding for disadvantaged children. The pre-school employs 11 members of staff, the majority of whom hold appropriate early years qualifications at level 2 or 3.

Information about this inspection

Inspector
Sharon Elliott

Inspection activities

- The manager and the inspector completed a learning walk and discussed how the setting organises their early years provision, including the aims and rationale for their curriculum.
- The inspector made observations throughout the inspection of children's experience in the setting and assessed the impact on children's learning.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector and the manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector took account of the views of parents.
- The inspector looked at relevant documentation and evidence of the suitability of the staff working in the nursery.

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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