

Newton Abbot Pre School & Playscheme



The Green Rooms, Fisher Road, Newton Abbot, Devon, TQ12 2NB

Inspection date	14 April 2015
Previous inspection date	1 February 2011

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

Summary of key findings for parents

This provision is good

- The manager ensures that the pre-school is led and managed in a way that fully promotes children's care and welfare, and meets their learning needs well.
- Staff build secure, strong relationships with the children. As a result, children settle well and are happy.
- Thorough assessment systems ensure that the manager and staff are aware of the developmental stages for each child. This supports children when moving on to the next stage in their learning.
- Children are eager to learn and explore a broad range of resources both inside and out. This effectively supports their health and well-being.
- Partnerships with parents are strong. Good links between home and pre-school help parents to be fully involved with their children's learning. This supports children's relationships and emotional well-being successfully. Staff also work in partnership with other professionals to meet children's needs.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to model the correct pronunciation of words for children, to further extend their language skills.

What the setting needs to do to improve further

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

- provide more opportunities for children to hear and use the correct pronunciation of words, to enhance their vocabulary and language.

Inspection activities

- The inspector observed activities in the indoor and outdoor areas.
- The inspector held meetings at appropriate times with the chairperson and manager.
- The inspector looked at a sample of records relating to planning, and children's assessment and welfare.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector took account of parents' views and of the provider's self-evaluation.

Inspector

Dawn Biggers

Inspection findings

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

Staff use their knowledge and understanding of how children learn to provide a broad range of learning opportunities. They plan activities that follow the children's interests and choices, and as a result, children are enthusiastic to learn and eager to take part. For example, children engage in sociable games and enjoy active play as they try to catch each other. They are challenged to use mathematical language by comparing the size of their feet and identifying shapes drawn in the sand. Staff engage with the children skilfully; for example, they ask questions during a story and encourage them to communicate and share their thoughts and ideas. This helps children to acquire valuable skills in readiness for school. However, occasionally, some staff miss opportunities to extend children's language by modelling the correct pronunciation of words. Nonetheless, children make good progress across all areas of learning.

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

Staff provide a caring and welcoming environment. Children understand the routine and confidently help when given responsibilities; for instance, they collect the drinking cups. They learn about healthy choices, as they enjoy nutritious snacks. They benefit from regular outdoor learning experiences that promote their physical and emotional well-being. Staff have good relationships with children and actively promote inclusion. For instance, they engage children in exercises suggested by a health professional, to promote all children's physical development. Effective staff deployment and management of behaviour mean that children are supported through positive reinforcement and praise. Children are responsive and approach staff with confidence to ask for help. They demonstrate good levels of self-esteem and independence.

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

The management works closely together to evaluate priorities and to identify future targets to continue to develop staff practice. Robust arrangements for staff recruitment and ongoing monitoring of performance contribute to the high quality of teaching and learning. The management team positively encourages staff to attend regular training to update their knowledge and improve provision. Consequently, staff are successful in evaluating the planning and learning opportunities for children. For example, they have introduced separate group activities to focus on their next steps, and a tent area to enable children to retreat to a quieter place. Staff demonstrate a good understanding of child protection procedures and explain knowledgeably what they would do if they had any safeguarding concerns.

Setting details

Unique reference number	106185
Local authority	Devon
Inspection number	835742
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	26
Name of provider	Newton Abbot Pre School & Playscheme Committee
Date of previous inspection	1 February 2011
Telephone number	0797 1708024

Newton Abbot Pre-school registered in 1980. It operates Mondays to Friday, from 9am to 3pm, term time only. There are morning and afternoon sessions, with a lunch club between sessions. The pre-school employs three members of staff to work with the children, all of whom hold relevant childcare qualifications at level 3 or above. The pre-school is in receipt of funding for free early education for two-, three- and four-year-old children.

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