

# Pearsons Pre-School

Thurlestone School Grounds, Thurlestone, Kingsbridge, Devon, TQ7 3NB



|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 24 September 2015 |
| Previous inspection date | 24 January 2012   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Outstanding | 1        |
| Effectiveness of the leadership and management                |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- Management encourages staff to attend training regularly to keep their knowledge updated and promote positive outcomes for children.
- The quality of teaching is strong. Highly qualified staff motivate children and promote their thinking skills. Children make good progress and, overall, staff use observations well to plan for the next steps in children's learning. The setting has a high ratio of staff to children to enable them to meet children's individual needs well.
- Management and staff form strong links with the local primary school to help children prepare emotionally for the next stage in their learning.
- Staff are good role models and encourage children to respect others, take turns and make individual choices. Staff teach children to learn about and respect diversity.
- Staff work closely with other agencies and professionals to close gaps in children's learning. Partnerships with parents are good and staff provide them with helpful strategies to use at home, so learning is consistent.

### It is not yet outstanding because:

- Systems to monitor the achievements of specific groups are not sharply focussed to ensure high quality planning for those children.
- Children do not have many opportunities to challenge themselves physically and learn to manage risks for themselves during play.

## What the setting needs to do to improve further

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

- monitor the progress of specific groups of children more precisely to provide more high quality planning
- provide more opportunities to enable children to challenge themselves physically and manage their own risks.

### Inspection activities

- The inspector held an interview with the manager and nominated person.
- The inspector observed interactions between children and staff.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of documentation including children's assessments, policies and procedures.
- The inspector spoke to parents to gain their views about the provision.

### Inspector

Joanne Steward

## Inspection findings

### Effectiveness of the leadership and management is good

The leadership team is passionate about improving practice for children. They use self-evaluation well to make continuous improvements. For example, they moved the book area to help children focus better on their early reading skills. Staff have a good understanding of the learning and development requirements and implement these well in practice. Safeguarding is effective. All staff have a clear understanding of how to protect children from harm through child protection training and by implementing clear policies. Management uses regular staff supervision to enable practitioners to enhance their professional development. Following recent training, staff used bark to create an area for children to extend their language and imagination skills in a more natural environment.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff extend children's learning well through exciting activities, such as making bread roll 'faces'. Children acknowledge different skin tones and develop an awareness of diversity and culture. Children celebrate differences and learn about the world around them. Activities such as music and movement sessions promote their physical and imaginative development. Overall, assessments help staff to plan effectively for the next steps in children's learning. Children enjoy creative activities and often use the mud kitchens and sand to help develop their early writing skills through making marks during play. Staff adapt activities to include all children. For example, spring-loaded scissors help younger children succeed with their cutting skills.

### Personal development, behaviour and welfare are good

The environment is calm and inviting with a wide range of stimulating resources. Children enter happily and quickly choose an activity that interests them. Children's behaviour is very good and their confidence is high. They feel safe and secure. Key persons know their children well and provide reassurance where necessary to promote children's well-being. Staff encourage children to wash their hands before and after a cooking activity, helping them to understand and follow healthy routines.

### Outcomes for children are good

Children make good progress from their starting points. Overall, children enjoy their time at the pre-school and develop the key skills they need to move forward in their development. Children are independent in their self-care skills and in choosing the resources and activities they enjoy.

## Setting details

|                                    |                               |
|------------------------------------|-------------------------------|
| <b>Unique reference number</b>     | 106191                        |
| <b>Local authority</b>             | Devon                         |
| <b>Inspection number</b>           | 824803                        |
| <b>Type of provision</b>           | Full-time provision           |
| <b>Day care type</b>               | Childcare - Non-Domestic      |
| <b>Age range of children</b>       | 2 - 8                         |
| <b>Total number of places</b>      | 19                            |
| <b>Number of children on roll</b>  | 24                            |
| <b>Name of provider</b>            | Pearsons Pre-School Committee |
| <b>Date of previous inspection</b> | 24 January 2012               |
| <b>Telephone number</b>            | 01548 560 816                 |

Pearson Pre-School opened in 1999. It operates from a separate building within the grounds of Thurlestone village school in Kingsbridge, Devon. The pre-school is open from 8.30am to 3.30pm, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. Seven members of staff work with the children. Of these, one member of staff holds Qualified Teacher Status and one member holds a level 4 qualification. All other staff hold early years qualifications at level 2 and 3.

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