

Malborough with South Huish Pre-School



Malborough With South Huish Primary School, Higher Town, Malborough, Kingsbridge, Devon, TQ7 3RN

Inspection date 3 November 2015
Previous inspection date 13 January 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always use children's current stages of development when planning, meaning some activities are either too easy or too challenging. As a result, they miss opportunities to extend children's learning.
- Links with parents and other settings that children attend are not fully effective to share information, so that all relevant adults are actively involved in children's learning.
- Assessment systems are not effective. The manager does not ensure staff work closely with parents to find out children's starting points. This means that they take longer to identify children's current stage of development, which hinders the level of support they provide. Additionally, the manager does not successfully monitor the progress that individuals and groups of children make over time.
- Self-evaluation is not effective in identifying key areas for development, to help the manager make improvements.

It has the following strengths

- The provider and manager maintain high staff-to-children ratios at all times, to closely supervise children and promote their welfare.
- Staff form positive relationships with children, which means that children arrive confidently at the start of each session and are enthusiastic to participate in activities.
- Staff provide a good range of resources, both indoors and outdoors, to interest children and help them to develop preferences and enjoy their time at the setting.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ provide appropriate challenge and engagement through planned activities that match the learning needs of individual children 	18/12/2015
<ul style="list-style-type: none"> ■ share regular and detailed information with parents and other settings that children attend to initiate a two-way flow of information regarding children's learning and development 	18/12/2015
<ul style="list-style-type: none"> ■ develop assessment arrangements to monitor any patterns in learning between individuals and groups of children, involve parents in identifying children's starting points, and enable staff to get to know children quickly and improve their outcomes. 	18/12/2015

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

- develop self-evaluation processes to identify key areas for improvement and how to address them.

Inspection activities

- The inspector observed children's play indoors and outdoors.
- The inspector completed a joint observation with the provider.
- The inspector spoke with children, parents and staff at appropriate times during the inspection.
- The inspector held a meeting with the provider.
- The inspector sampled a variety of documentation, including children's development records, staff's qualifications and suitability checks.

Inspector
Sarah Madge

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Managers and staff understand their responsibility to protect children if they have a concern about a child's welfare. However, the provider has not informed Ofsted of all changes to committee members or ensured that all committee members complete relevant suitability checks. This has no impact on children's welfare because committee members do not have unsupervised contact with children. Staff receive suitable support through regular meetings with the manager, which includes identifying their individual training needs. Recent training has increased staff confidence to begin to use numbers and counting in everyday tasks and routines. Self-evaluation is not fully effective. Although the manager identifies some areas for improvement, she has not addressed the recommendation raised at the last inspection to develop partnerships with parents. Additionally, there are no robust systems in place to monitor any patterns in learning between individuals and groups of children.

Quality of teaching, learning and assessment requires improvement

Staff are unable to effectively plan activities that match children's development from the start, and do not involve parents when identifying children's stage of learning. Staff make regular assessments of children's progress but do not always focus sufficiently on individual children's learning needs when planning activities to provide appropriate challenge. For example, they do not encourage children to count beyond three during activities. Although staff supply parents with some information about what their children learn, they do not provide sufficient detail so parents can extend their children's learning at home. Similarly, they do not share this information with other settings that children attend. This means that staff cannot plan consistent learning experiences. Nonetheless, staff model language well and make good use of questions to extend children's thinking skills and encourage them to participate in discussion.

Personal development, behaviour and welfare are good

Children demonstrate they are comfortable in their surroundings. They make friends and play well together. For example, a child calls for help as part of their imaginative game and several other children rush to help and join in. Staff are calm and consistent when reminding children of the boundaries, which helps children to understand staff's expectations of them. This means that children behave well. Children are developing independence and enjoy participating in small tasks, such as chopping fruits during snack time. Staff promote positive personal hygiene procedures and are good role models.

Outcomes for children require improvement

Children make steady progress in their learning and development in relation to their starting points. They acquire the basic skills required for the move to school.

Setting details

Unique reference number	EY310820
Local authority	Devon
Inspection number	827178
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	16
Number of children on roll	20
Name of provider	Malborough with South Huish Pre-School Committee
Date of previous inspection	13 January 2009
Telephone number	07967 604619

Malborough with South Huish Pre-school registered in 2005 and operates from the grounds of Malborough and South Huish Primary School, Devon. The setting is open from 9am to 3.30pm on Monday to Thursday and from 9am to 1pm on Friday, term time only. The group is run by a voluntary committee made up of parents. There are four members of staff who work with the children, in addition to the manager. The manager holds a relevant qualification at level 4 and three members of staff hold relevant qualifications at level 3.

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