

# Shaldon Pre-School

Victoria Hall, Bridge Road, Shaldon, Devon, TQ14 0DD



<b>Inspection date</b>	17 November 2015
Previous inspection date	7 October 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Staff establish warm, close and attentive relationships with the children and this supports their physical and emotional well-being. Children are sociable; they express themselves confidently and use language well.
- Children behave well. For instance, staff give clear guidance, support, praise and encouragement. Children learn about rules, are cooperative and have high levels of self-esteem and confidence.
- Staff liaise very well with parents, other professionals and early years setting. They work closely to meet children's needs effectively and ensure a smooth move to school.
- Staff are knowledgeable about child protection procedures and place emphasis on safety in the environment and while on outings. They know what to do should they have any concerns about a child.
- Staff are supported to develop their own skills and knowledge. They benefit from regular one-to-one meetings and appraisals with the managers. As a result, all staff are confident and capable in meeting children's needs and in their identified roles and responsibilities.

### It is not yet outstanding because:

- Staff do not always make the most of opportunities to extend children's creative ideas to build further upon their interests and engagement in learning.
- Children do not always have enough opportunity to make decisions that will increase their independence and confidence to make choices about their play.

## What the setting needs to do to improve further

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

- increase opportunities for children to extend their ideas to further support their imagination and creative thinking skills
- increase opportunities for children to make more decisions about what to play with to extend their motivation to learn and independence.

### Inspection activities

- The inspector observed activities and the impact of teaching on children's learning inside and outside.
- The inspector looked at children's assessment records, staff and planning records, as well as a sample of documentation relating to children's welfare.
- The inspector held meetings at appropriate times with the managers and committee.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector took account of the views of parents and of the provider's self-evaluation.

### Inspector

Dawn Biggers

## Inspection findings

### **Effectiveness of the leadership and management is good**

Strong leadership and management, effective monitoring and a good understanding of the requirements contribute to a thriving, organised pre-school. The qualified, skilled team is enthusiastic and works together well. They successfully drive improvements, for instance, to the quality of assessments and planning to meet children's individual needs. They use self-evaluation and additional guidance effectively. Training has improved the quality of teaching and learning and contributed to the positive outcomes for children. Safeguarding is effective. There are robust recruitment processes to assess staff suitability and ongoing checking procedures.

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

Staff skilfully engage with children and embrace opportunities to guide and extend their learning. They track children's progress effectively and plan activities to support their next steps in learning. For example, children are fascinated as they make symmetrical butterfly prints. Children demonstrate a good knowledge and understanding of the world, for instance, saying that antennae are 'feelers for smelling'. Children are challenged to compare sizes and count confidently as they bite and measure their bread stick and count the number of cups required for the group. Children access various creative and early writing resources. For example, they learn to form letters. They develop their physical skills and coordination, for example, they use their hands confidently to interact with the computer. There is a clear focus on supporting groups of children. For example, pictures and words help children who are learning English as an additional language, and activities are planned to improve boys' literacy skills.

### **Personal development, behaviour and welfare are good**

Children are settled, happy and eager to participate. Staff liaise effectively with parents from the start to find out about children's individual needs, interests and progress. Children are familiar with the routine, and learn to be independent. For example, they pour their own drinks and make nutritious snack choices. Children engage in active play and exercise, for example, they participate in warm up exercises outdoors. They climb the slide confidently and skilfully walk with the stilts indoors. Staff teach children how to carry the equipment safely and help them to identify potential risks. Children learn about differences and about their community as they engage in various celebrations and activities, such as local walks, visits to the beach and botanical gardens.

### **Outcomes for children are good**

Children make good progress as they develop strong skills for their next stage in learning and when they move to school. Children's language and social skills are developing well as they demonstrate increasing confidence with the staff and other children.

## Setting details

<b>Unique reference number</b>	509040
<b>Local authority</b>	Devon
<b>Inspection number</b>	842291
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Shaldon Parent Toddler Group and PreSchool Learning Alliance Committee
<b>Date of previous inspection</b>	7 October 2010
<b>Telephone number</b>	07890 404337

Shaldon Pre-school registered in 2001. It operates from a community hall in the village of Shaldon, Devon. The pre-school playgroup operates from 9am to 3pm on Monday, Tuesday, Thursday and Friday during term time. The pre-school is in receipt of funding for free early education for children aged two, three and four years. There are five members of staff, all of whom hold appropriate early years qualifications at level 2 and above.

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