

Malborough with South Huish Pre-School



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

Inspection date	27 June 2016
Previous inspection date	3 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 provide a welcoming well-resourced and stimulating learning environment. Children are eager to play and learn indoors and outdoors.
- Staff use regular and accurate assessments to monitor children's progress. They use their good understanding of children's development to plan stimulating activities that help children to make good progress in all areas of their learning overall.
- Children behave well. Staff interact skilfully and manage their behaviour in a positive way. Children show respect, develop good communication skills and are sociable.
- The staff develop strong partnerships with parents and other early years settings. They work together closely to meet children's care, learning and developmental needs.
- Staff have a good knowledge of safeguarding procedures. They know what to do if they have concerns about a child's welfare.

It is not yet outstanding because:

- Younger children are not always fully engaged in group activities.
- At times, the staff miss opportunities to extend older children's mathematical understanding, particularly their number and problem-solving skills.

What the setting needs to do to improve further

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

- maximise opportunities to further extend children's problem-solving skills and number awareness
- develop the organisation of group times to increase opportunities for younger children to engage in activities to further support their learning and outcomes.

Inspection activities

- The inspector observed activities and the impact of teaching on children's learning, indoors and outdoors.
- The inspector looked at children's assessment records, planning records and a sample of documentation relating to children's welfare.
- The inspector held meetings with the manager at appropriate times, and carried out a joint observation.
- 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

The manager has a good understanding of the requirements and her responsibility to support children's health and welfare. Since the last inspection, outcomes for children have improved. The manager closely monitors patterns in children's learning, to identify gaps in learning so they can be quickly closed. Effective planning supports children's next steps in learning and provides them with appropriate challenges. Good teamwork and communication with parents and other settings have increased the way information is shared and help children to make good progress. Safeguarding is effective. The strong emphasis on staff suitability, through rigorous recruitment processes, staff guidance and training, contributes to effective teaching practice. For example, ideas from a communication course have helped staff to increase younger children's vocabulary and sentence structure.

Quality of teaching, learning and assessment is good

Staff use their good knowledge of how children learn to plan exciting learning experiences. Children are enthusiastic as staff engage effectively and encourage their explorations. For example, children who less confidently engage in sensory activities are supported well and enjoy making marks with sticks in the shaving foam. Younger children thoroughly enjoy feeling the texture on their hands and pat and make patterns with their fingers. The staff encourage children to think and use questions, and children respond well as they confidently use language and are sociable.

Personal development, behaviour and welfare are good

Children are relaxed, happy, and secure. Relationships and information gained from parents at the start support their emotional well-being. Children are well supported in their daily activities, for example, picture cards help them to prepare for changes in routine. Children learn about safe practices; they carry a chair with the legs facing down and use the slide safely with clear guidance. Children enjoy frequent exercise to encourage their health and well-being, and are very interested in living creatures. For example, they find spiders and bugs to show each other.

Outcomes for children are good

Children are confident and sociable and they demonstrate increasing concentration at the activities. They show good interest in nature, develop early writing skills and identify numbers and sequences. Children engage in spontaneous enjoyable activities, for example, they count the skittles and learn about larger numbers. They demonstrate increasing independence, for example, they take turns to be a helper and cut their nutritious fruit with a knife. Children make good progress and gain important skills that prepare them well for their next stage in learning and move to school.

Setting details

Unique reference number	EY310820
Local authority	Devon
Inspection number	1032172
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	29
Name of registered person	Malborough with South Huish Pre-School Committee
Registered person unique reference number	RP903144
Date of previous inspection	3 November 2015
Telephone number	01548562301

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. There are four members of staff who work with the children, three of whom hold relevant early years qualifications. The setting receives funding to provide free early education for children aged two, three and four years.

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