

Bere Alston Pre School

The Parish Hall, Station Road, Yelverton, PL20 7EJ



Inspection date	7 September 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Managers do not always ensure that staff have regular professional development opportunities to develop their skills. Teaching skills vary in quality, and staff do not consistently provide children with effective support or challenge in their activities.
- Self-evaluation identifies staff's strengths and areas for improvement. However, planned improvements have not been promptly or effectively implemented and have not had a positive impact on improving teaching skills and children's learning.
- Although there has been some development in the provision of play, and children make suitable progress, they do not have a wide variety of opportunities to encourage them to investigate and explore independently to inspire their natural curiosity.

It has the following strengths

- Staff provide routines that help children to settle and feel secure. They use positive methods and language to manage children's behaviour. Staff are kind towards children and tend to their individual care needs.
- Positive partnerships with external agencies and schools help staff to plan for children's progress. Staff share relevant information with parents and others to help support assessment and children's development.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

- | | Due Date |
|--|-----------------|
| ■ develop an effective programme for staff's professional development to improve their teaching skills and to ensure they consistently offer good quality learning experiences, extending older children's development and supporting younger children as they play. | 02/11/2016 |

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

- provide a wider range of opportunities to build on children's curiosity and to help them independently experiment, explore and investigate to extend their learning
- develop and improve self-evaluation to ensure that planned improvements are effective and actioned more promptly.

Inspection activities

- The inspector held discussions with the managers, staff and parents.
- The inspector observed the staff and children in their indoor and outdoor activities.
- The inspector undertook a joint observation with the manager.
- The inspector sampled children's development records.
- The inspector checked safeguarding arrangements and documentation with regard to staff suitability.

Inspector

Julie Wright

Inspection findings

Effectiveness of the leadership and management requires improvement

Managers seek parents' views and hold regular staff meetings to help with their self-evaluation process. They are beginning to address their areas for development, with action plans in place to support improvement, although these are not fully embedded. For example, the manager has guidance from a senior manager to develop skills in staff support and supervision. The manager and staff work with early years advisers to help improve provision for children. However, since registration, progress has not been thorough enough to establish consistently effective teaching practices. Safeguarding is effective. The manager and staff have a secure knowledge of the procedures to protect children's welfare. Managers check that staff are suitable through their effective vetting and recruitment procedures.

Quality of teaching, learning and assessment requires improvement

The manager and staff monitor children's progress through appropriate observation and assessment procedures. They complete regular summaries of children's progress and have discussions with parents, to help inform them of children's learning. They are beginning to establish more effective partnerships with parents. For example, their recent introduction of 'Wow' cards encourages parents to contribute to their children's assessment records. Children receive close attention from staff in focused activities, but less so in free play. For instance, some children spend long periods in the role play area without staff attention. Staff do not always interact sufficiently to support and engage younger children well. They do not always help older and most-able children to extend their learning, and increase their progress.

Personal development, behaviour and welfare require improvement

Children learn to share and cooperate, and they play well together. Older children form good friendships, which develops their social skills and confidence. Children listen to staff and follow instructions, such as when it is time to prepare for snack. However, staff miss opportunities during free play and daily routines to involve children and extend their learning. Staff are attentive to younger children's personal needs to help them feel safe and comfortable. They are prompt to record information for parents, such as accidents. Children benefit from regular outdoor play as well as physical activities available inside.

Outcomes for children require improvement

Children develop confidence at the pre-school and make adequate progress from their starting points overall. They develop skills that help them become ready for school, such as taking turns. However, the inconsistent teaching does not fully support children to make better progress.

Setting details

Unique reference number	EY482759
Local authority	Devon
Inspection number	995890
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	32
Name of registered person	Community Links SW CIC
Registered person unique reference number	RP902573
Date of previous inspection	Not applicable
Telephone number	01822 840769

Bere Alston Pre School registered in 2014 and is run by a company. The pre-school operates from the premises of the parish hall at Bere Alston, Yelverton, Devon. It is open Tuesday to Friday from 9am until 3pm, and on Friday from 9am until midday. There are five members of staff employed to work with the children, four of whom have relevant qualifications at level 3. The pre-school receives early education funding to provide free places for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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