

Stoke Damerel Preschool

Rear Of Stoke Damerel Church, Paradise Road, Stoke, Plymouth, Devon, PL1 5QL



Inspection date

29 September 2016

Previous inspection date

28 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 work well with other professionals to support children's needs, especially preparing them for their move to school. For example, they invite local teachers to the setting so that children become familiar and confident with them.
- The management team supports staff well to attend frequent training to keep their knowledge up to date and improve their practice. This has led staff to introduce new ideas to extend children's mathematical and literacy development.
- The key-person system is effective. Staff are caring and provide comfort to children, particularly to those children who are new to the provision, helping them to settle and feel secure.
- Staff ensure children receive early intervention to help them make good progress in their learning. They support children's language and confidence skills well, helping them to communicate their needs and ideas, and flourish.
- Staff model language well and encourage children to think things through and solve problems.

It is not yet outstanding because:

- Staff do not consistently encourage children to do things for themselves and develop their understanding of hygiene practices.
- Staff miss opportunities to extend children's understanding of exercise and eating well to support their healthy lifestyles.

What the setting needs to do to improve further

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

- help children to do more things for themselves and develop their understanding of hygiene procedures
- extend opportunities for children to learn about the importance of exercise and a healthy diet as part of leading a healthy lifestyle.

Inspection activities

- The inspector spoke to staff and children throughout the day and observed the quality of teaching.
- The inspector interviewed the management team and other members of staff.
- The inspector took account of parents' views about the care provided and the quality of the provision.
- The inspector held a joint observation with the manager.
- The inspector reviewed a range of documents and policies, including staff suitability checks and children's assessments.

Inspector

Joanne Steward

Inspection findings

Effectiveness of the leadership and management is good

The management team uses its thorough knowledge of the learning and development requirements well to ensure strong planning meets the needs and interests of children. The team monitors children's progress very well to identify and address gaps in children's learning promptly. The management team uses self-evaluation effectively, and involves staff to reflect on their practice and support ideas to improve it. This has helped staff to extend children's understanding of technological toys and how things work. New procedures to enhance staff performance work well to improve the quality of teaching to benefit children. Safeguarding is effective. The management team supports staff well to have a good understanding of welfare requirements and to minimise risk to children. They are clear about child protection issues and the procedures to follow to keep children safe.

Quality of teaching, learning and assessment is good

Staff work well with parents to obtain and share accurate information about children's skills and abilities. This helps staff to plan challenging activities that complement children's learning at home. Staff provide a broad range of motivating activities. For example, younger children enjoy making marks using cars and older children make large movements using ribbon wands, helping to develop muscles for early writing. Older children develop their creativity, and they enjoy mixing colours and decorating shells. Staff support older children well to learn about buildings around the world, and they help them to design and construct their own. Secure observations and assessments of children's needs help staff plan and provide specific group times to support children in achieving their next steps in learning.

Personal development, behaviour and welfare are good

Children's behaviour is very good and staff support them well to follow the 'golden rules'. Children manage risk well. For example, staff encourage them to climb safely on the slide and to handle tools carefully. Staff support children's confidence effectively, for example, to use equipment to record and listen to their voices. A 'golden table' and 'challenge of the week' help to celebrate children's achievements, boosting their self-esteem effectively. Highly stimulating environments keep children physically active and consistently engaged.

Outcomes for children are good

Children make good progress from their starting points. They learn how to hammer golf tees into melons, helping to strengthen their finger muscles in preparation for early writing. Exciting science experiments, for example, help all children understand about chemical changes and what happens to volcanoes. Younger children enjoy singing number songs and older children find shapes in the environment, supporting their good mathematical development. Activities such as wet spaghetti and finding buttons in the sand help children to link ideas to favourite stories, developing their early reading skills.

Setting details

Unique reference number	117155
Local authority	Plymouth
Inspection number	1061260
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	30
Number of children on roll	43
Name of registered person	Stoke Damerel Pre-School Committee
Registered person unique reference number	RP908653
Date of previous inspection	28 November 2013
Telephone number	01752 605390

Stoke Damerel Preschool registered in 2000. It operates at the rear of Stoke Damerel Church, in Stoke, Plymouth. The pre-school is open Monday to Friday from 9am to 3pm, and the after-school club from 3.30pm to 6pm, term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. There are seven members of staff employed directly to work with children. Of these, one has early years professional status, one holds a qualification at level 5, two have a qualification at level 3, and three members of staff hold qualifications at level 2.

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