

Devizes Pre-school

c/o Southbroom Infants School, The Green, Devizes, Wiltshire, SN10 5AA



Inspection date 4 October 2016
Previous inspection date 16 July 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 track children's development effectively to help them provide a balanced, stimulating range of activities that support what children need to learn next. Children show a keen interest in learning and make good progress. Teaching is good overall.
- Staff are sensitive and caring. They form strong and trusting relationships with children and families. Staff share information with parents every day so they can continue their children's learning at home. Links with other settings that children attend are also good, so everyone can consistently support children's learning.
- A strong focus on developing children's speaking skills has helped those children at risk of falling behind. Staff develop children's communication and language well using a range of effective strategies.
- Children are well prepared for the transition to school. For example, they are introduced to school routines and learn to manage their own personal care.

It is not yet outstanding because:

- The arrangements for guiding and coaching staff are not rigorous enough to ensure that teaching is consistently of a very high quality and staff make the most of every learning opportunity.
- Management and staff do not make full use of assessment information to identify the progress made by different groups of children and the effectiveness of learning overall.

What the setting needs to do to improve further

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

- develop further the monitoring and supervision of staff to improve their skills and knowledge, to raise the quality of teaching to a consistently very high standard
- develop further the monitoring of children's learning and development so that any differences in the progress that groups of children make are swiftly identified and gaps in learning rapidly closed.

Inspection activities

- The inspector observed staff interacting with children during activities inside and in the garden. She spoke with staff and children at appropriate times.
- The inspector held discussions with members of the management team, including how they evaluate the quality of the provision.
- The inspector undertook a joint observation of a group activity with the manager. They discussed how the management team supervises the quality of teaching.
- The inspector sampled documents used by the pre-school, including evidence of staff suitability checks, children's records, risk assessments, accident records, policies and procedures.
- The inspector took account of parents' views, from speaking with several parents during the inspection and from their written comments.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of the leadership and management is good

The manager has high expectations for the staff, children and families that she supports. They all help to identify areas for improvement, and clear action plans continue to improve the already good quality provision. Staff use additional funding for disadvantaged children well, to provide rich experiences such as hatching eggs or visiting a nature reserve. Staff have good links with other professionals to provide additional support for individual children where needed. The management team attends a professional network with others in the locality to share expertise. This has a positive impact on outcomes for children. Safeguarding is effective. Rigorous checks for new staff and a thorough induction process ensure all staff are aware of their duty to protect children, and know how to report concerns.

Quality of teaching, learning and assessment is good

Staff know the children very well and appreciate how individuals learn best. They observe children carefully and talk to parents about children's current interests. They use this information well to plan interesting activities. For example, as children wonder how their bodies work, staff encourage them to feel their hearts pounding when they are active. Staff show children how to play cooperatively, such as working together to build an obstacle course. They encourage them to think creatively to solve problems; for example, how to retrieve a ball from the tree. They give children confidence to 'have a go'. Staff play alongside children and generally use opportunities well to extend children's play or introduce new words. They encourage children's careful listening, for instance, discovering the different sounds they can make using a variety of objects.

Personal development, behaviour and welfare are good

Thorough settling-in processes help children feel secure and settle quickly. Children rapidly gain confidence and take great delight in their achievements. The younger children learn from the older, who enjoy showing their skills. For example, they shout 'I done it' as in turn they balance and jump. Children behave well. Staff deal consistently and calmly with any minor disputes or incidents. They explain clearly so children realise how their behaviour affects others and what is expected of them. Children are very active. They enjoy healthy snacks and learn more about health eating through growing and eating vegetables.

Outcomes for children are good

Children develop good physical skills and learn to manage risks. They climb, balance, dig, and pedal and scoot at speed. They learn to do things for themselves and confidently make choices. They like to practise writing, such as taking orders for drinks or chalking on the floor outside. Older children begin to recognise and draw the initial sounds and letters of their names. They use their growing mathematical knowledge, for example, as they make shapes in dough, fill containers with mud, and measure how far to jump.

Setting details

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| Unique reference number | 146049 |
| Local authority | Wiltshire |
| Inspection number | 1061503 |
| 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 - 4 |
| Total number of places | 28 |
| Number of children on roll | 50 |
| Name of registered person | Devizes Playgroup Committee |
| Registered person unique reference number | RP520511 |
| Date of previous inspection | 16 July 2013 |
| Telephone number | 01380 728007 |

Devizes Pre-school Playgroup opened in 1968, and has been registered on the present site since 1998. It is a registered charity and run by a voluntary committee. It operates from within the grounds of Southbroom Infants School in Devizes. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school opens five days a week from 9am to 3pm, term time only. There are 13 members of staff who work a variety of sessions with the children, nine of whom hold relevant early years qualifications. The manager holds early years professional status, seven members of staff have qualifications at level 3, and one has a qualification at level 2.

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