

Tinky's Pre-School

Gatehouse Cp School, Secmaton Lane, DAWLISH, Devon, EX7 0LW



Inspection date	5 December 2016
Previous inspection date	1 August 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 develop children's mathematical skills well. For example, they count with the youngest children and challenge older ones to group things together to learn about quantity and numbers.
- Partnerships with parents are effective. Staff gather and share useful information that helps them and parents to support children at home and in the pre-school consistently. They work together well to identify targets to support children's good progress.
- Staff support children well to develop successful communication skills. For example, they ask questions that challenge children's thinking further and constantly engage them in discussions, such as talking about the different shapes of toast at snack time.
- Children develop strong physical skills. Outdoors, they use equipment such as climbing frames and slides and learn how to move their bodies to negotiate risk and challenge safely.
- Self-evaluation is effective. The management team has clear plans that improve practice and support staff to develop their knowledge and skills well, for example, to develop children's communication skills even further.

It is not yet outstanding because:

- Staff do not extend opportunities to support children who prefer to learn outside more to help build their interest in literacy.
- There are few opportunities for younger children to rest and relax during the day.

What the setting needs to do to improve further

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

- extend opportunities to support children who prefer to learn outside more to help build their interest in literacy
- increase opportunities for the youngest children to rest and relax during the day.

Inspection activities

- The inspector observed children playing indoors and outdoors with other children, staff and independently.
- The inspector spoke to some staff, parents and children during the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector sampled a range of documents including staff suitability checks and children's development records.

Inspector

Tristine Hardwick

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff know how to identify and report any concerns about children's welfare, including wider safeguarding issues. New staff are recruited safely and all undergo suitability checks. All staff receive good support from the manager. This, along with additional training, helps to develop their skills and keep their knowledge up to date, particularly in extending children's communication skills. Staff work successfully with other providers and professionals to support children's all-round development. The manager monitors children's progress effectively to promptly identify and address any gaps in their progress. Since the last inspection, the manager has ensured good improvements that target children's needs, for example, so they become independent and do things for themselves, especially at mealtimes.

Quality of teaching, learning and assessment is good

Staff support children well to develop skills across all areas of learning. They set out activities so that children learn as soon as they arrive. For example, children find their name cards to 'self-register' to show they are present. Staff encourage and motivate children well to learn. For example, they read stories with captivating tones, which keeps children interested, especially the youngest, and helps them to concentrate well. Staff extend children's physical development successfully. For example, when playing outside, children use a range of equipment, such as large climbing frames, that challenges their movements and coordination, helping them to develop good confidence and self-esteem.

Personal development, behaviour and welfare are good

Children are happy, safe and secure. They form close bonds with staff, which helps them to settle well. For example, girls confidently seek support from staff when they want to balance on beams outside. Staff are positive role models for children. They provide consistent examples of how to interact with others and remind children to be considerate, for example, when minor squabbles occur, such as sharing resources. Children behave well. Staff frequently praise children, which encourages positivity and good self-esteem.

Outcomes for children are good

All children make good progress in relation to their starting points. They develop secure language skills, especially children who have special educational needs or disability. They learn to form confident social skills, such as forming friendships. Children learn to be imaginative and creative, particularly boys, as they 'work in Santa's workshop', for example, making Christmas cards. Children enjoy using technology and they assertively explore simple programs with good staff support, such as to complete colouring activities. Children gain good skills that prepare them well for their next stages in learning and their eventual move to school.

Setting details

Unique reference number	EY412281
Local authority	Devon
Inspection number	1062385
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	53
Name of registered person	Patricia Ham
Registered person unique reference number	RP904421
Date of previous inspection	1 August 2013
Telephone number	01626 865381 or 07752438796

Tinky's Pre-School registered in 2010 and is located in Dawlish, Devon. The pre-school is open each weekday from 7.45am to 4pm term time only. There are nine members of staff who all hold early years qualifications to at least level 3. The manager has a degree and another member of staff is a qualified early years teacher. The nursery receives funding to provide free early education for children aged two, three and four years.

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