

All Aboard Pre-School

Hooe Primary School, 40 Hooe Road, Plymouth, PL9 9RG



Inspection date	25 January 2017
Previous inspection date	17 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 make effective use of their observations and assessments of children to plan interesting and challenging activities and learning experiences. Children are enthusiastic in their play and, overall, make good progress in their learning.
- The manager and staff work closely with the on-site school and external agencies to meet children's individual needs and prepare them well for future learning.
- Staff provide good support for children's communication and language using a range of effective strategies. For example, they repeat children's comments before responding and ask questions to encourage children to share their ideas.
- Staff are positive role models for children. They teach children to build positive relationships with each other, to help support their social skills. For instance, children copy the care and kindness they receive from staff when giving cuddles to their friends when upset.

It is not yet outstanding because:

- The manager does not make full use of assessment information to identify the progress made by different groups of children, to help her evaluate the effectiveness of teaching and learning as well as possible.
- The manager and staff do not establish close partnerships with all other early years settings that children attend from the start, to help them get to know children quickly and enable ongoing consistency in their learning.

What the setting needs to do to improve further

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

- develop the monitoring of children's learning and development to track and support the progress of specific groups of children more effectively, to strengthen the quality of teaching and provision and target any gaps in learning even more quickly
- strengthen links with all other early years settings that children attend to work together more closely, to better identify and share what children already know and can do, to provide greater consistency in their learning.

Inspection activities

- The inspection took place following the risk assessment process.
- The inspector observed the organisation of staff and their interaction with children, and watched children play. The inspector viewed the play spaces indoors and outdoors.
- The inspector took account of the views of children, parents and staff through discussion.
- The inspector held a meeting with the manager at appropriate times during the inspection and evaluated the success of an activity observed alongside the manager.
- The inspector sampled documentation, including staff's suitability checks and training certificates, risk assessments and children's learning records.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are clear about safeguarding matters and know how to refer any concerns to appropriate agencies. They ensure all areas used by children are safe. The manager uses regular meetings and monitoring of staff performance to support their professional development needs and improve the quality of teaching. For example, she carries out observations of staff's practice and gives detailed feedback to highlight their strengths and areas for development. The qualified team is committed to building its knowledge and skills. For example, following training, a staff member understands the causes of inappropriate behaviour better and so can manage such incidences with more sensitivity. The manager effectively targets areas for improvement, such as finding different ways to strengthen partnerships with parents. Recently, staff left a child playing alone, briefly unsupervised in the secure garden. The provider took quick and effective action to improve the supervision of children. For example, staff now routinely count and check children regularly.

Quality of teaching, learning and assessment is good

Staff encourage children to solve problems and engage their curiosity. For example, they support children in the garden as they search for insects and, upon finding a snail, ask children for their thoughts about why the snail lives in a shell. Younger children show great imagination as they talk about and mould soft modelling material to make different foods. Staff provide many opportunities to develop older children's dexterity, such as setting out tweezers and chopsticks to pick up small items, and gently facilitating their pencil grip. This helps to support their early writing skills effectively. The manager and staff encourage all children's interest in books from a young age. For example, they are currently developing a reading area outside to capture boys' interest in books.

Personal development, behaviour and welfare are good

Children enter the pre-school eagerly at the start of sessions and settle quickly. The outdoor play areas in particular are stimulating, attractive and offer a very broad range of learning experiences. Staff routinely support children's independence, for example, encouraging older children to put their coat on and the youngest to serve their own snack. Children learn how to keep themselves safe. For example, they practise how to use a knife safely to chop fruit for snack.

Outcomes for children are good

Children enjoy their time at the setting. They are confident, make independent choices in their learning and play well with friends. Children follow staff's instructions, such as eagerly helping to tidy up. They have particularly good opportunities to develop their physical skills. For example, they climb and balance as they explore the safe garden.

Setting details

Unique reference number	EY464386
Local authority	Plymouth
Inspection number	1082903
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	48
Number of children on roll	86
Name of registered person	Ahoy Childcare Limited
Registered person unique reference number	RP532729
Date of previous inspection	17 October 2013
Telephone number	01752 408420

All Aboard Pre-School registered in 2013. It operates in the grounds of Hooe Primary School, Plymouth, in Devon. The pre-school is open from 8am to 6pm, Monday to Friday, during term times, and receives funding to provide free early education for children aged two, three and four years. There are eight staff members, of whom six hold appropriate early years qualifications to level 2 or level 3. The owner/manager holds an early years degree and the deputy manager holds early years teacher status.

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