

# Newton Abbot Preschool

The Green Rooms, Fisher Road, Newton Abbot, Devon, TQ12 2NB



## Inspection date

5 June 2017

Previous inspection date

14 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 have a good knowledge of children's abilities and interests. They use this information effectively to plan a wide range of engaging and challenging activities which motivate children and help to develop a positive attitude to learning.
- Overall, the manager and staff assess children's development and track their individual progress well. They develop good partnerships with parents to identify next steps in children's learning, to enable consistency in the experiences they provide. All children, including those who have developmental delays, make good progress across all areas.
- Children are confident and have good self-esteem. They settle in quickly and develop close relationships with staff, which supports them to build friendships with peers.
- The manager is committed to maintaining good outcomes for children through rigorous self-evaluation. For example, she has reviewed the level of challenge staff provide for children to match activities more closely with children's next steps in learning.

### It is not yet outstanding because:

- At times, the manager and staff do not give children enough opportunities to think about and express their ideas, such as during group activities.
- The manager does not routinely monitor the progress that different groups of children make in enough detail to enable her to recognise swiftly any patterns in learning and identify how to improve outcomes for children even further.

## What the setting needs to do to improve further

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

- support the staff to make better use of opportunities to encourage children to solve problems and think for themselves, and to talk and share their ideas
- continue to develop systems for monitoring the progress that different groups of children make, to identify and target more sharply any patterns in learning.

### Inspection activities

- The inspector observed staff's interactions with children and children's participation in group activities.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching and learning.
- The inspector took account of the views of parents and children spoken to on the day of inspection.
- The inspector held discussions with staff, the manager and provider at appropriate times during the inspection.
- The inspector sampled a range of documentation, including self-evaluation, children's learning records and staff's training certificates.

### Inspector

Sarah Madge

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of safeguarding issues and are clear about the procedures to follow in the event of any concerns about a child's welfare. They inform each other of their movements around the setting to support their close supervision of children and meet their individual needs. The manager provides good coaching for staff and routinely offers professional development opportunities to build on their existing knowledge and skills. For example, staff report that following training, they now set more realistic targets for children through smaller and more achievable learning outcomes to track their progress more accurately.

### Quality of teaching, learning and assessment is good

Staff spend time getting to know all children well to meet their individual needs. For example, they display information about children's stage of learning so they can adapt their teaching and planned activities to benefit each child. Overall, staff support children to learn good communication and language skills. For example, they clearly model sounds and initiate conversation with children as they discuss what children have been doing at home. Children enjoy exploring different textures, such as working out how water and sand feel and how sand moves when it is out of the water. They enthusiastically copy staff to make marks in paint with their fingers, and staff make good use of this, such as to help children form and recognise different shapes and letters.

### Personal development, behaviour and welfare are good

Children are self-assured and staff help them to manage their personal needs well. For example, they encourage the younger children to dress themselves. Staff build on children's eagerness to develop independence in other ways, such as choosing a child to be the 'special helper' each day. Children are kind and thoughtful. For instance, they offer to help their friends and spontaneously cuddle each other. Many children use good manners, for example, saying 'please' and 'thank you' appropriately without prompting. Children confidently assess risks in their play and know how to keep themselves safe. For example, children considered how to get down from a raised platform before deciding to lower themselves down carefully as they held on to a railing.

### Outcomes for children are good

Children develop good skills to support them in their future learning and the move on to school. They demonstrate high levels of concentration and involvement in their chosen activities for extended periods. For example, the older children listened carefully as a member of staff read a book, and they then drew a picture of their favourite part of the story. Children are creative and imaginative, such as when pretending to be pirates as they play on the ship in the garden and make 'cakes' from play dough.

## Setting details

<b>Unique reference number</b>	106185
<b>Local authority</b>	Devon
<b>Inspection number</b>	1098947
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Newton Abbot Pre School Committee
<b>Registered person unique reference number</b>	RP907294
<b>Date of previous inspection</b>	14 April 2015
<b>Telephone number</b>	0797 1708024

Newton Abbot Preschool registered in 1999 and is located in Newton Abbot, Devon. It operates Monday to Thursday, from 9am to 3pm, during term time only. The pre-school employs a manager, who holds a relevant degree qualification, and two members of staff who hold relevant childcare qualifications at level 1 and level 3. It receives funding to provide free early education 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

