

# Bere Alston Pre School

THE PARISH HALL, Station Road, Yelverton, PL20 7EJ



<b>Inspection date</b>	7 June 2017
Previous inspection date	7 September 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Children enthusiastically enter the pre-school. They become quickly involved in the range of educational activities indoors and outdoors planned by staff.
- Staff effectively identify children's next steps in learning. There are effective procedures in place to share information with other staff members and parents, so they can work together to support children's good progress.
- The manager and staff work closely with parents and outside agencies to support children's individual needs. All children make good progress as staff effectively monitor children's learning and development, and identify any areas of weakness. Prompt action is taken to increase support to close any gaps identified in children's learning.
- The management team involves all staff in accurately evaluating the effectiveness of their practice and identifying areas for development. For example, staff have taken part in training to develop their teaching techniques to support and extend children's communication and language.

### It is not yet outstanding because:

- At times, staff do not give children enough time to think and respond to questions they ask.
- Occasionally, staff miss opportunities to support children's understanding of letters and their sounds, to enhance children early reading skills.

## What the setting needs to do to improve further

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

- make better use of opportunities to support children's understanding and use of letters and the sounds they represent, to strengthen their early literacy development
- allow children sufficient time to gather their thoughts and ideas, particularly before responding to questions.

### Inspection activities

- The inspector had a tour of the premises and reviewed safety measures in place to keep children safe and secure.
- The inspector conducted a joint observation with the manager of an activity and shared feedback.
- The inspector observed staff's interaction with the children and held discussions with them about children's learning and development outcomes.
- The inspector spoke to parents to gather their views about the setting and held a meeting with the manager.
- The inspector reviewed relevant documentation, such as those relating to safeguarding children, recording accidents and complaints, and staff suitability and qualifications.

### Inspector

Sara Frost

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff supervise children well, ensuring there is always enough cover for those children who prefer to play outdoors. The manager and staff have a good understanding of all aspects of safeguarding, including child protection procedures and they know what to do if they suspect a child may be at risk. The manager and staff have addressed actions and recommendations raised at their last inspection. For example, they have revised their planning and staff are now familiar with children's identified next steps and know how to support and challenge them as they play. Staff receive regular support, such as through supervisory sessions and training both in-house and via outside agencies, to enhance their teaching practices, such as using different strategies to support new language.

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

All staff know the children well. For example, they organise group activities to provide suitable challenges. Children enthusiastically talk about the sunflowers grown from seeds, engaging in watering and measuring. They become animated when water is added to a foam mixture. Staff effectively support children to discuss the changes occurring and identifying the different patterns. Children enjoy developing their own imaginative play. For example, going on a picnic, filling up their baskets with play food and remembering the blanket to sit on. Overall, staff support children's early writing skills well, for example, encouraging them to write their own names and others'. Children's enjoy being creative, such as developing their own ideas and designs for the 'undersea' role-play area.

### Personal development, behaviour and welfare are good

Children happily enter the pre-school, seeking out their friends and chatting away to staff. Children comfortably share how they are feeling, such as during circle times. Staff effectively respond, raising children's self-esteem and recognising their individual needs. Children's behaviour is good. They play well together, such as in small friendship groups, and staff successfully support children's understanding of respecting each other's views. They learn to understand simple rules, such as when using the cafeteria-style snack area. For example, when there is a vacant seat, they go and wash their hands before sitting at the table. Staff encourage children's self-care skills, for example, buttering their toast at snack time and recognising changes in their body temperature, such as the need to have a drink or take off extra items of clothing when they become hot.

### Outcomes for children are good

Children develop good skills ready for their move on to school. They develop close relationships with each other and staff. For example, during group activities, children listen well and are eager to take part. They learn to count and recognise numbers.

## Setting details

<b>Unique reference number</b>	EY482759
<b>Local authority</b>	Devon
<b>Inspection number</b>	1073372
<b>Type of provision</b>	Sessional 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>	26
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Community Links SW CIC
<b>Registered person unique reference number</b>	RP902573
<b>Date of previous inspection</b>	7 September 2016
<b>Telephone number</b>	01822 840769

Bere Alston Pre School registered in 2014. It operates from the premises of the parish hall at Bere Alston in Yelverton, Devon. It is open on Tuesday to Thursday from 9am to 3pm, and on Friday from 9am to midday. There are seven members of staff employed to work with the children, five of whom hold relevant qualifications at level 3. The pre-school receives early education funding to provide free places for children aged two, three and four years.

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