

Inspection date	5 July 2017
Previous inspection date	21 January 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider and the management team are not aware of the requirement to ensure that at least one member of staff on the premises holds a valid first-aid certificate when children are present, to enable them to use up-to-date knowledge to deal with any accidents and injuries appropriately.
- The management team does not routinely monitor the quality of teaching or provide effective, individual coaching for staff, to support their continued professional development and improve their teaching skills.
- The management team and staff share some information about children's learning with parents and other settings. However, they do not do this frequently or in enough detail to enable consistency in children's experiences.
- Staff do not consistently support children's learning well. For example, the youngest children have fewer opportunities to join in with detailed discussions, and staff sometimes miss occasions to extend the learning of the older and most-able children. Children do not make progress as quickly as they could.
- The provider and management team do not use funding as required, to benefit the children who receive it, to broaden their experiences and extend their learning further.

It has the following strengths

- Staff form positive relationships with children and know them well.
- Children arrive happily and with confidence at the start of the session.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure at least one member of staff who holds a valid paediatric first-aid certificate is present at all times when children attend 	16/08/2017
<ul style="list-style-type: none"> ■ provide individual and regular support and coaching for staff, to promote continuous professional development and ensure consistently good-quality teaching 	16/08/2017
<ul style="list-style-type: none"> ■ develop partnership working with parents and other settings that children attend, to regularly exchange information about children's learning and enable better consistency in their experiences. 	30/08/2017

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

- provide more opportunities for the youngest children to join in with discussions, to extend their communication and language skills further
- develop the quality of teaching to consistently extend the learning of the older and most-able children
- make better use of funding to further support and meet the learning needs of those children for whom the funding is received.

Inspection activities

- The inspector observed staff's interactions with children, and children's play and learning during self-chosen and adult-led activities.
- The inspector spoke with children, their parents and staff to take account of their views.
- The inspector held discussions with the management team, including to evaluate and discuss the quality of teaching and learning, and ascertain their understanding of requirements.
- The inspector sampled documentation, including children's learning records, staff's training and qualification certificates, and attendance registers.

Inspector
Sarah Madge

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The management team and staff are clear about safeguarding issues and procedures. However, the management team does not ensure that at least one member of staff who holds a valid first-aid certificate is present at all times. The management team checks the premises regularly and promptly reviews the risk assessments when changes occur, to provide a safe and secure environment. Staff take part in some training. For example, they learn signs to teach children to communicate in different ways. However, the management team does not support staff's individual professional development to improve the quality of teaching, for instance, to ensure all staff use times between activities well to engage children in rich learning opportunities. The management team identifies some areas for development and is currently reviewing how to track the progress of groups of children more closely. The management team does not use funding to support the children it is intended for, to focus on improving their outcomes.

Quality of teaching, learning and assessment requires improvement

Staff do not routinely share detailed information with parents and other childcare providers, to help them provide consistency for children's learning. Staff assess children's development accurately and plan some challenging activities to build on what children already know and can do. However, they miss opportunities to extend this, such as asking questions that challenge and encourage the older and most-able children to share their thoughts and ideas. Children who have special educational needs receive the support they need. Staff work effectively with external agencies to use consistent strategies and meet children's needs well. Generally, staff model language clearly, although the youngest children do not always receive the support they need to join in and engage in detailed discussions, such as at snack time. Children are curious and eager to learn. For example, a member of staff encourages them to investigate the distance toy cars travel. They enjoyed their experiment and proudly shared their results with staff.

Personal development, behaviour and welfare require improvement

The management team does not ensure that it meets the requirements for suitably first-aid trained staff. Staff meet children's emotional needs well, to make them feel welcome and build their confidence. However, at times, staff do not engage children effectively, to maintain their enthusiasm for learning, and help them learn to listen and follow instructions. For example, during gaps between activities, staff do not use the time well to focus children's attention. Children get along well with others.

Outcomes for children require improvement

Children are confident and generally acquire the skills required for future learning, including school. They learn to write their name, recognise some letters and gain good independence. Children play imaginatively and creatively. However, they do not receive consistent interaction from staff, and support to think for themselves and engage in consistently challenging activities. Children do not make as much progress as they could.

Setting details

Unique reference number	EY315224
Local authority	Devon
Inspection number	1092485
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	20
Name of registered person	The Centre Pre-School Ltd
Registered person unique reference number	RP902334
Date of previous inspection	21 January 2015
Telephone number	07814954804 (mob)

The Centre Pre-School Ltd operates from a church hall in the centre of Newton Abbot, Devon. Although established in 1968, it re-registered in 2005 as a limited company. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school operates Tuesday to Friday during term times, from 9.30am to midday, with an optional lunch club until 1.15pm. There are eight members of staff, including the manager. Of these, two staff hold relevant degrees and three hold level 3 qualifications.

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