

# Stoke Gabriel Pre-School

The Old School Room, Church Walk, Stoke Gabriel, Totnes, Devon, TQ9 6SD



## Inspection date

13 July 2017

Previous inspection date

26 February 2014

<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

- Children settle in quickly, and arrive at the pre-school confidently and eagerly. Staff know the children well and form warm and caring relationships with them. Children use these strong attachments with staff to learn good social skills that help them to make friends. For example, children are kind and offer to help each other without any prompts from staff.
- Staff use their accurate assessments and knowledge of children's interests to plan a wide range of activities and experiences which successfully builds on what children know and can do. All children make good progress in their learning.
- Staff provide particularly good support for children who have special educational needs and developmental delays. They work closely with parents and outside agencies to implement consistent strategies and effectively meet children's individual needs.
- Since the last inspection, the provider and manager have worked hard to maintain good outcomes for children. For example, they have increased the range of technology toys, to provide more opportunities for children to explore cause and effect.

### It is not yet outstanding because:

- At times, staff do not make best use of opportunities to challenge the oldest children and extend their learning further, such as giving children time to work things out.
- Although the manager has links with some other settings that children attend, this does not apply to all early years settings, to enable complementary learning for all children.

## 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 consistently extend the learning of the oldest children even further
- form closer partnerships with all other settings that children attend, to exchange regular information about their learning and enable greater consistency in experiences.

### Inspection activities

- The inspector observed the interactions between staff and children, and observed children's participation and engagement during self-chosen and adult-led activities.
- The inspector carried out joint observations with the manager, to reflect on the quality of teaching and learning.
- The inspector took account of the views of children, their parents and staff, spoken to on the day of the inspection.
- The inspector held discussions with the manager and committee members at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's learning records, evaluative action plans, and staff training certificates and suitability records.

### Inspector

Sarah Madge

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a clear understanding of child protection issues and the procedures to follow if they have any concerns about a child's welfare. The committee failed to notify Ofsted of changes to its members within the required timescale. However, there is no impact on children's safety because members of the committee are never on their own with children and have all obtained Disclosure and Barring Service checks. The manager provides good support and coaching, to promote staff's continued professional development. She holds regular meetings with them to talk about their performance and target areas for development. For example, after discussing teaching strategies with the manager and observing good practice from colleagues, staff have improved their teaching of communication and language. The provider and manager are proactive in evaluating the overall quality of the setting. For example, they have plans to further develop partnerships with parents and enhance the monitoring of the progress of groups of children.

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

Children demonstrate good communication skills and successfully express themselves using a wide vocabulary. For example, they describe the texture of paint as 'squelchy'. Staff teach children well to recognise their name, which helps to support their good literacy development. Staff provide a broad range of activities to develop children's control and coordination of their movements. Children skilfully thread buttons onto wool, and chop and peel fruit for snacks. They confidently use technology toys and eagerly anticipate the effects of the buttons they press, such as sounds and lights. Staff routinely share information with parents and invite them to contribute to children's development records, so they can work together to focus on children's next steps in learning.

### Personal development, behaviour and welfare are good

Children receive good encouragement to behave well from the calm and patient staff, which helps children to understand the boundaries. For example, staff remind them to use the sand timer to help them take turns. Children develop confidence in managing their personal needs and carrying out small tasks, such as asking to help prepare snacks. Staff provide daily opportunities for children to play outside in the fresh air and offer nutritious snacks, to support their healthy lifestyles.

### Outcomes for children are good

Staff prepare children well for the next stage in their development and school. Children learn to count correctly and recognise numbers, such as identifying how many friends are present. They demonstrate high levels of concentration and involvement in their chosen activities, and are curious and motivated learners. For example, they explore paint as they mix colours with their hands, and re-enact what they know and have seen during imaginative games.

## Setting details

<b>Unique reference number</b>	106231
<b>Local authority</b>	Devon
<b>Inspection number</b>	1068360
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	17
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Stoke Gabriel Preschool Group
<b>Registered person unique reference number</b>	RP517835
<b>Date of previous inspection</b>	26 February 2014
<b>Telephone number</b>	01803 782 155

Stoke Gabriel Pre-School registered in 1973 and operates from an old school room in the village of Stoke Gabriel, near Totnes, in Devon. The pre-school receives funding to provide free early education for children aged two, three and four years. It is open during school term time, on Monday to Friday from 9am to 3.30pm. There are six members of staff, one of whom holds a degree, one holds a foundation degree and two hold relevant level 3 qualifications.

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