

Tavistock Community Pre-school

The Alexander Centre, 62 Plymouth Road, Tavistock, Devon, PL19 8BU



Inspection date

5 September 2017

Previous inspection date

28 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 develop a good understanding of mathematics. They learn to count and use everyday mathematical language as they play, such as 'over' and 'under'. Staff help them to develop confidence to solve challenging problems, such as making simple calculations.
- Children are confident. They settle quickly and develop close friendships, helping them to build effective social skills in preparation for their eventual move to school.
- Partnerships with parents and other professionals involved in children's care and development are effective. Staff exchange information with them constantly to ensure they support children's ongoing needs consistently.
- Self-evaluation is effective. The management team identifies areas for development, such as developing procedures to monitor children's learning even further.

It is not yet outstanding because:

- Children who prefer to learn outdoors do not have extensive opportunities to explore all areas of learning.
- Children do not benefit from a wide range of media and materials to explore and investigate.

What the setting needs to do to improve further

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

- extend experiences for children who learn best outdoors to explore and investigate further
- increase opportunities for children to explore a wide range of media and materials in their play and learning.

Inspection activities

- The inspector observed children playing independently, with friends and with staff.
- The inspector toured the setting with the manager and parts of the premises used by staff and children.
- The inspector spoke to parents, children and staff at appropriate times during the inspection and took into consideration their views.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager to discuss how she organises the setting, staff and children, and viewed a sample of documents, including children's records, policies and qualifications.

Inspector

Tristine Hardwick

Inspection findings

Effectiveness of the leadership and management is good

The management team follows effective recruitment procedures. For example, they obtain references and all ensure all staff undergo relevant suitability checks. The manager supports staff well and the team work very well together. They meet regularly to monitor their skills and individual practice. Staff keep their knowledge up to date successfully. For example, they research new ways to support children's mathematical development. Since the last inspection, staff have made improvements. For instance, they provide more opportunities for children to be independent. The manager and staff know how to identify and report any concerns about children's safety and welfare. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. Staff gather relevant information from parents before children start, to provide them with a deep understanding of children's learning and development needs. Staff use this information well to organise activities they know children will find interesting and challenging. For example, children learn to recognise colours, based on their interest of dinosaurs. Children are enthusiastic and motivated to learn. Staff play alongside them, offering praise and encouragement to persevere and achieve, such as when they learn to catch a ball. The manager monitors children's progress well. She identifies any potential gaps and organises effective support promptly. For instance, she contacts speech and language therapists to support children's communication skills.

Personal development, behaviour and welfare are good

Children learn to follow instructions well. For example, they help to tidy away resources as they prepare for snack time. Staff support children's self-esteem effectively, such as enabling children to take turns to help collect lunch boxes. Staff encourage children to complete simple tasks that build independence and contribute to their feelings of being valued, such as washing their cups and plates after snack time. Children are very sociable and build strong friendships. Children behave well. Staff provide gentle reminders of appropriate ways to behave, such as sharing toys and being considerate towards others.

Outcomes for children are good

Children progress well and enjoy activities across all areas of learning. They develop good literacy skills, such as recognising their names. Children learn to use small tools, such as scissors, to help strengthen their hands for early writing. Children develop strong physical skills and enjoy playing energetically outside. For example, they throw and kick balls with great enthusiasm. Children form positive language skills. They take part in conversations, such as during lunchtime, and enjoy singing their favourite rhymes. Children prepare well for their next stages in learning and eventual move to school.

Setting details

Unique reference number	154081
Local authority	Devon
Inspection number	1089791
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	3 - 3
Total number of places	20
Number of children on roll	6
Name of registered person	Tavistock Community Pre-School Committee
Registered person unique reference number	RP906826
Date of previous inspection	28 April 2015
Telephone number	01822612335

Tavistock Community Pre-school registered in 2001. The pre-school is open during term time, on Monday and Wednesday from 9.15am until 12.45pm, and on Tuesday, Thursday and Friday from 9.15am until 3.15pm. The pre-school runs a holiday club during school holidays. There are four members of staff who hold an appropriate early years qualification, including one at level 2, one at level 3 and one is unqualified. The manager holds a relevant degree and has early years professional status. The nursery receives funding to provide free early education for children aged two, three and four years.

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