

Modbury Preschool

Modbury Preschool, Barracks Road, Modbury, IVYBRIDGE, Devon, PL21 0RB



Inspection date

21 September 2017

Previous inspection date

7 May 2014

| 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

- The manager is highly qualified and uses her knowledge well to improve practice for children. She completes regular evaluations of each learning area and adapts these to ensure children reach their full potential, such as during snack times.
- Children are independent learners. For example, they pour drinks from jugs and use the water butt to fill up containers outside. They learn how to replace activities tidily and find their name cards during self-registration.
- Staff obtain valuable information from parents about children's interests. They use this well to plan stimulating activities, to help children make good progress from their starting points.
- Children develop strong bonds with staff and form good relationships with their peers. They are happy and confident, and settle well.
- Staff have made close links with the adjoining school. Children feel emotionally secure about moving on to school and enjoy frequent visits from teaching staff. They look at pictures of the school environment and use the school premises.

It is not yet outstanding because:

- Occasionally, staff do not give children enough time to answer questions, to help them process their thoughts and explain their own knowledge.
- The pre-school does not provide consistent opportunities to build on children's learning at home, to help provide continuity in children's development.

What the setting needs to do to improve further

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

- provide children with sufficient time when answering questions, to help them process their thoughts and ideas and explain their own knowledge and understanding
- extend opportunities for parents to be involved in their children's learning, to help build on what children already know and can do.

Inspection activities

- The inspector held a joint observation with the manager.
- The inspector observed activities inside and outside, and observed the quality of staff teaching.
- The inspector spoke to the manager, staff, parents and children during appropriate times of the day.
- The inspector looked at a range of documentation, such as children's learning and assessment records, staff qualifications and suitability records, and relevant policies.
- The inspector held a meeting with the manager to discuss the self-evaluation process and other matters relating to leadership and management.

Inspector

Joanne Steward

Inspection findings

Effectiveness of the leadership and management is good

The manager has a good understanding of the learning and development requirements. She monitors children's progress well and identifies gaps in their learning. For example, she has introduced more opportunities to support children in their early reading and writing skills. The manager ensures all staff attend frequent training to update their knowledge and improve practice for children. All staff use sign language and use this well to support children's communication skills. Safeguarding is effective. The recruitment procedure is robust and the manager ensures staff remain suitable to work with children. This helps to protect children from harm. The manager monitors staff practice effectively. Frequent supervisions and peer observations help identify staff strengths and weaknesses. This helps to improve staff teaching and improve outcomes for children. The manager has high expectations and regularly reviews the provision through the self-evaluation process. For example, she has completed an audit of the book area and identified ways to improve it to help extend children's love of books.

Quality of teaching, learning and assessment is good

Children are keen to learn, and the activities reflect children's different learning needs and interests well. For example, younger children match coloured counters to the picture board and older children count to 15 during group time. All children learn how to use their fingers during number songs, helping to support mathematical development. Staff make frequent observations and assessments and use these well to develop children's next steps in learning. Children's language skills are good. For example, children talk well about their summer holidays and share photographs during 'show and tell' sessions.

Personal development, behaviour and welfare are good

Children play cooperatively and learn how to take turns and respect each other. For example, during an adult-led activity, children decide and agree on 'Golden Rules', to help them understand how to keep safe. All children benefit from nutritious snacks and grow fruits and vegetables in the garden, such as beetroot and lettuce, which they use to make soup. Staff talk to children about healthy foods and provide them with good exercise opportunities, such as action rhymes and outdoor play. This helps children recognise the benefits of a healthy lifestyle. Staff help children understand good care practices, such as singing hygiene songs during handwashing.

Outcomes for children are good

All children are confident and independent learners who make good progress in their development. Younger children learn to identify sounds using technology, and older children clap syllables in their name. This helps children to develop good listening skills. Children learn how to care for living things, such as the pet stick insects. They develop key skills to help them move quickly on to their next stage of learning, including school.

Setting details

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| Unique reference number | EY334684 |
| Local authority | Devon |
| Inspection number | 1068794 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 23 |
| Name of registered person | Modbury Pre-School Committee |
| Registered person unique reference number | RP904825 |
| Date of previous inspection | 7 May 2014 |
| Telephone number | 01548 831477 |

Modbury Preschool registered in 2006. It is situated within Modbury Primary School, Devon. The pre-school operates Monday to Friday from 9am to 3.30pm, all year round. It also provides before- and after-school care. The setting receives funding for the provision of free early education for children aged two, three and four years. There are eight members of staff who work directly with the children, and one administrator. The manager holds a level 6 qualification and seven members of staff hold early years qualifications at levels 2 and 3.

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