

# Combe Martin Tiddlers

Combe Martin Primary School, Combe Martin, Ilfracombe, EX34 0DF



<b>Inspection date</b>	21 November 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff teach communication and language particularly well. For example, they use short, simple sentences when talking to babies and toddlers, and routinely use signing. Toddlers confidently and clearly express their thoughts and ideas using a broad vocabulary, and initiate discussion with others. Children make consistently good progress across all areas of learning.
- The new staff team already knows the children extremely well. Children are incredibly settled and secure, and have formed excellent attachments with staff. They arrive excited to see staff and their friends, and to join in with learning experiences.
- Children are exceptionally independent and take responsibility for their own self-care. For example, many toddlers put on and take off their shoes without adult support, and they confidently inform staff that they do not require any help with toileting.
- The managers and staff demonstrate a strong commitment to raising standards for children. For example, they are currently exploring how they can learn more about the progress of different groups of children. They are also planning to develop the support for staff further, to empower them to evaluate their own practice more routinely.

### It is not yet outstanding because:

- Staff do not provide as many experiences as they could for children to learn about counting, shapes and measuring, to extend their mathematics development further.
- At times, staff miss opportunities to help the oldest toddlers make even more progress in their learning, particularly for their early writing skills, coordination and dexterity.

## 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 more frequent opportunities to learn about mathematical concepts, such as counting, sorting, shapes and measuring
- develop the quality of teaching even further to consistently make best use of all opportunities to extend the learning of the oldest toddlers.

### Inspection activities

- The inspector viewed the available play areas, and observed the interactions between staff and children and the children's engagement during their play and adult-led activities.
- The inspector carried out a joint observation with a manager to evaluate the quality of teaching and learning during an adult-led activity.
- The inspector took account of the views of children and their parents spoken to during the inspection, and spoke with staff.
- The inspector held a meeting with the managers at an appropriate time during the inspection.
- The inspector sampled a range of documentation, including self-evaluation notes, children's learning records and staff suitability checks.

### Inspector

Sarah Madge

## Inspection findings

### **Effectiveness of the leadership and management is good**

Safeguarding is effective. The managers and staff have a clear understanding of how to recognise if a child might be at risk from harm and are confident with the procedures to follow should they have any concerns. The managers routinely monitor staff performance well to promote their continued professional development. For instance, staff received training on supporting children's communication. This has strengthened their practice in extending children's language skills, such as using signing and rhymes more effectively. The managers track children's progress effectively to identify any gaps in learning quickly. They work closely with other professionals to provide tailored support that enables children with delayed development to catch up quickly and make good progress.

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

Staff assess children's progress accurately and use their good knowledge of each child to plan purposeful activities that meet their learning needs well. For example, staff encourage children to describe the appearance and texture of play dough mixed with paint. Children thoroughly enjoy the hands-on exploration and describe it as 'sticky' and 'cold'. Staff capture children's attention effectively as they read, such as by using interesting tones. Children enjoy looking at books and staff support them to re-enact the stories with their friends imaginatively. For instance, staff provide resources so children can pretend to fly to space. Children are inquisitive and motivated to try new things, such as using a magnet to drag paperclips inside a plastic bottle filled with water. Partnerships with parents are effective. Staff share and receive ongoing information about the children's care and learning, to enable them to provide good consistency with parents.

### **Personal development, behaviour and welfare are outstanding**

Staff greet children and their parents incredibly warmly and enthusiastically, making them feel very welcome. Children develop extremely close relationships with each other and work together superbly to achieve their aims. For example, toddlers help each other to repair a book. While some children hold a roll of sticky tape, others cut a length of tape and they talk to each other as they carefully position the page. Staff provide an extremely stimulating environment. They are very respectful and positive role models, and skilfully offer excellent support to help children manage conflicts independently. For instance, they remind toddlers to 'use their words' to express their feelings when they are learning to share toys, and allow them the time they need and space to negotiate by themselves. This means that young children behave superbly.

### **Outcomes for children are good**

Children gain good skills that support them with their future learning, including school. They are independent, good at problem solving and develop confidence in their own abilities. For example, children experiment with dry and wet cloths to see the different effects they have when cleaning up messes. Children are enthusiastic learners and develop strong communication skills, so they can express themselves successfully.

## Setting details

<b>Unique reference number</b>	EY492379
<b>Local authority</b>	Devon
<b>Inspection number</b>	1025876
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 2
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Combe Martin Primary School
<b>Registered person unique reference number</b>	RP905865
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01271 440897

Combe Martin Tiddlers registered in 2015. The group operates from Combe Martin Primary School, near Ilfracombe in North Devon. The nursery is open Monday to Friday from 8am to 5.30pm during term time. A team of four staff works directly with the children. All staff are qualified at level 2 or above. The nursery is in receipt of funding to provide free early education for children aged two years.

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