

Chulmleigh Preschool

C/o Chulmleigh Cp School, Beacon Road, Chulmleigh, Devon, EX18 7AA



Inspection date

21 June 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The management team is enthusiastic, proactive and committed to providing high-quality care and education for children. It routinely evaluates the practice and provision, and uses precise action plans to drive continual improvements. For instance, it is eager to continue developing children's outdoors learning experiences.
- Children's behaviour is exemplary. They have a very high regard for each other and expertly manage their own feelings. For example, all children, including toddlers, wait quietly and incredibly patiently as they line up to wash their hands before they eat.
- Staff are particularly successful at supporting children's communication and language development. For example, they plan regular small-group activities to focus on individual children's individual speaking skills, such as pronouncing specific sounds. All children, including those with developmental delays, confidently express their needs and ideas.

It is not yet outstanding because:

- The managers and staff have not exhausted all methods to successfully promote partnerships with every parent and other settings that children attend, to support a regular two-way flow of information about children's learning.
- The managers and staff do not consistently extend children's learning during imaginative play, to deepen their engagement and focus on their activities, and inspire them to be creative and test out their ideas.

What the setting needs to do to improve further

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

- strengthen partnerships with all parents and other settings that children attend, to enable greater consistency in children's learning
- provide even more support to inspire and engage children as much as possible during their imaginative play, to promote their creative thinking and encourage them to test out their ideas.

Inspection activities

- The inspector observed children during their self-chosen play, and their participation during adult-led group activities.
- The inspector carried out a joint observation with a manager, to evaluate the quality of teaching during a planned activity.
- The inspector spoke with staff, children and parents at appropriate times during the inspection, to take account of their feedback.
- The inspector held meetings with the managers at mutually convenient times.
- The inspector sampled a range of documents, including children's learning records, staff's suitability checks and self-evaluation.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff have a secure understanding of child protection procedures and the action to take in the event of a concern about a child's welfare. Staff receive good support from the managers, such as through regular meetings and by attending additional training. They make good use of these professional development opportunities to strengthen their knowledge and teaching skills. For example, less-experienced staff members have learned different strategies to communicate with children by observing their colleagues. This has helped them to establish stronger relationships with the children and to create an environment in which children feel confident to express themselves. The managers use the staff's accurate assessments of children effectively, to identify and target any patterns in learning, including between different groups of children. For instance, they are currently planning more mathematics activities, to enhance children's knowledge of numbers and shapes.

Quality of teaching, learning and assessment is good

Staff have a secure understanding of how to promote children's learning. They plan challenging and enjoyable activities that effectively build on what children know and can do. In particular, staff are skilled at supporting children with delayed development and including all children in whole-group activities. Staff give children plenty of time to explore a paint and shaving foam mixture with their hands, before encouraging them to trace shapes in it. Children gleefully investigate the texture and greatly enjoy the experience of getting messy, before copying staff's controlled movements as they form circles and spirals on the table top. This helps them to recognise and learn about shapes. Staff promote children's curiosity to investigate technology well, such as teaching them how to operate simple programmable toys. Children press the buttons and then follow the toys around the room excitedly, which supports them to learn about cause and effect.

Personal development, behaviour and welfare are outstanding

Staff work very closely with the Reception class teacher and ensure children are exceptionally well prepared emotionally for starting school. Children are extremely settled and content at the pre-school, and flourish in confidence. For example, they perform theatrically and unreservedly when they spontaneously sing and dance for their friends. Older children play harmoniously with the toddlers and adapt their games to take account of the younger children's development. For instance, they run slowly across the playground to enable the toddlers to keep up with them. Children are very confident in their own abilities and independently manage their self-care needs.

Outcomes for children are good

All children, including those in receipt of additional funding, make consistently good progress. Toddlers develop good coordination and strength, such as when climbing through tunnels on slopes. Older children learn to count and make controlled marks using a pencil. Children have a positive attitude to learning and follow staff's instructions.

Setting details

Unique reference number	EY500991
Local authority	Devon
Inspection number	1053747
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	16
Number of children on roll	25
Name of registered person	Cat Preschools Limited
Registered person unique reference number	RP535463
Date of previous inspection	Not applicable
Telephone number	01769 580535

Chumleigh Preschool re-registered as part of CAT Preschools Limited in 2016, and operates from Chumleigh CP School in Devon. The pre-school is open on Monday to Thursday from 8am to 6pm, and on Friday from 8am to 1pm, term time only. The pre-school receives funding for the provision of free early education to children aged two, three and four years. There are four staff who work with the children, three of whom hold a relevant level 3 qualification. An administrator supports the day-to-day running of the pre-school.

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