

Stokenham Preschool Centre

Stokenham Pre-School Building, Stokenham Primary School, Stokenham,
Kingsbridge, Devon, TQ7 2SJ



Inspection date

3 July 2018

Previous inspection date

14 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- There have been significant improvements since the last inspection. Staff have completed training and better systems are used to ensure children are safeguarded. Managers monitor all procedures to ensure high standards are consistently maintained.
- The dedicated and enthusiastic staff team work well together. They regularly reflect on their provision to identify further ways to build on their practice. For example, improved curriculum planning ensures excellent use is made of the new resources outside to support children who prefer to learn outdoors.
- There are very good partnerships with other settings. Children attending another preschool visit to share circle time and sing songs. This happy social occasion promotes friendships and helps support children to be prepared for starting school.
- Managers closely monitor the accuracy of observations and assessments made by the staff team to ensure they are supporting every child to make good progress.

It is not yet outstanding because:

- Occasionally, staff do not manage the routine transition between activities effectively. For example, staff do not fully support children to behave well at the start of snack time when they return inside from playing outdoors.
- Staff do not fully consider which environment would be most effective when planning activities, such as whether a quieter space would be more appropriate. As a result, opportunities to develop children's listening and speaking skills further are not as successful as they could be.

What the setting needs to do to improve further

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

- improve the routine transition times of the day, in particular, ensure children understand the expectations on them when they return inside from playing outdoors at the start of snack time
- develop more opportunities for children to have quieter times to further promote their listening and speaking skills.

Inspection activities

- The inspector observed the quality of teaching and the interactions between the staff and children.
- The inspector scrutinised documentation, including children's learning files and records of injuries to children.
- The inspector met with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector sought the views of parents.
- The inspector carried out a joint observation with the manager.

Inspector

Linda Williamson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have updated their training and show a secure understanding of their role and responsibilities in keeping children safe. For example, they ask parents the reason for their child's absence from the preschool. Staff know the appropriate action to take if they have concerns about a child's well-being. Staff receive good support from managers. Effective supervision meetings and training opportunities ensure staff enhance their teaching skills. For example, staff are developing the book area further to encourage more children to self-select and look at books independently. The committee take an active role in the preschool and provide good support to staff and parents. The partnership with parents is very good. Parents are kept up to date with their child's enjoyment of activities on an online system. Parents have regular opportunities to meet staff to discuss their child's development.

Quality of teaching, learning and assessment is good

Staff obtain detailed information from parents when children first join and regularly complete observations and assessments to track children's progress. As a result, they have accurate records of each child's attainment which they use to identify children's next steps in learning. Staff meet regularly to plan a range of interesting and challenging activities which take account of what children need to learn next. For example, staff teach children how to improve their ball skills by holding a hoop at different heights and angles to increase the challenge of achieving a 'score', by either throwing or kicking the ball. Children excitedly learn how to record and add up their 'scores'. Staff use good questioning to help children think, solve problems and develop their ideas. For example, they support children to think about what they would like to draw on a flag to represent what is important to their family.

Personal development, behaviour and welfare are good

Staff know the children and their families very well. They provide good levels of support to help children settle and be happy. Children are motivated and interested in the wide range of activities provided. Staff teach children to understand why they should share and take turns. They help children to resolve minor conflicts themselves. Staff work in close liaison with parents to support their child to improve their confidence to use the toilet. Children's physical well-being is promoted well. For example, they learn how to take appropriate risks when playing on the climbing and balancing equipment outside. Children show pride in their achievements and are keen to share their success with other children and staff.

Outcomes for children are good

Children are confident and learn to care for the environment. For example, they know to place unwanted food wrappings in the basket during lunch times and they are keen to assist staff to tidy up. Most children can recognise their name and many of the older children can write the letters independently. Staff support children well to prepare for their move to school.

Setting details

Unique reference number	106232
Local authority	Devon
Inspection number	1135767
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 - 5
Total number of places	26
Number of children on roll	40
Name of registered person	Stokenham Preschool Centre Committee
Registered person unique reference number	RP910491
Date of previous inspection	14 March 2018
Telephone number	01548 580202

Stokenham Preschool Centre registered in 1992 and is based in Stokenham, Kingsbridge. It receives funding for the provision of free early education for children aged two, three and four. The preschool is open each weekday from 9.15am to 3.30pm, during term time only. There are five members of staff, including the manager, all of whom hold a childcare qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

