

# Princetown Community Preschool



The Village Centre, Tavistock Road, Yelverton, Devon PL20 6QE

<b>Inspection date</b>	11 September 2018
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 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

### The provision is good

- The management team works together efficiently to run the pre-school and are committed to providing children with high-quality learning experiences. They reflect on their practice to continually improve the service they provide to families.
- Staff have a good understanding of how children learn through play, and the quality of teaching is strong. For example, as children enjoy a sorting activity, staff encourage them to count, compare quantities and recognise numerals, promoting their mathematical development well.
- Children form close relationships with staff and each other. Staff are caring and considerate role models. They encourage children to listen carefully to each other and take turns as they take part in group activities, for example.
- Staff provide a welcoming environment with a wide range of resources they can access independently. For example, children are eager to explore a stimulating range of sensory resources that develop their curiosity and imaginative skills well. Children make good progress from their starting points.

### It is not yet outstanding because:

- Occasionally, staff do not encourage children to consider how they might work things out for themselves to develop their problem solving skills.
- Although partnerships with parents are good, staff do not consistently engage all parents and fully involve them in their child's learning to strengthen and extend their development further.

## What the setting needs to do to improve further

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

- provide more encouragement to children to work things out for themselves to fully develop their problem-solving skills
- develop partnerships with all parents further to fully involve them in their child's learning and development.

### Inspection activities

- The inspector observed staff engaged in activities with children throughout the pre-school.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching and learning.
- The inspector talked to children, parents and staff and took account of their views.
- The inspector held discussions with the management team.
- The inspector looked at a range of documents, including children's records.

### Inspector

Margaret Baird

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff know the signs that might lead to a concern about a child's welfare. They are clear about local safeguarding procedures. The management team recruits staff safely and monitors their performance effectively. Staff keep their knowledge and skills up to date, for example, by attending training to support children's physical development. This has had a positive effect on children's engagement in activities and understanding of how to lead a healthy lifestyle. The manager monitors children's development diligently and uses funding effectively to address any gaps in their learning. She works closely with outside agencies to help all children to reach their full potential. Good partnerships with local schools support children well to move on in their education with self-assurance and confidence.

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

Staff get to know children well and use their observations and assessments effectively to plan their on-going learning. Staff interact positively with children and promote their communication and language skills well. For example, staff teach younger children new words, such as 'bubbles' as they eagerly explore soapy water. Older children comment confidently about what they are doing during activities and begin to use a wider vocabulary. Staff plan a good mix of child-led play and adult-led activities. They join in with children's pretend play, making suggestions and adding resources to support their imaginations well. Staff regularly praise children's efforts and support their self-esteem, which gives them the confidence to explore activities with enjoyment.

### Personal development, behaviour and welfare are good

Children are happy and relaxed. Effective staff deployment successfully helps to keep children safe and secure. Staff are vigilant about children's health and safety, and teach children how to minimise accidents, for example as they move around energetically in the hall. Staff support children's social and emotional development well. For example, they provide continual reassurance and encouragement when children first start to attend, and support them to settle quickly. Children become secure in the routines of the day and develop a sense of belonging. Staff encourage them to develop independence as they manage their own self care and help themselves to healthy and nutritious snacks. Children benefit from regular fresh air and exercise. Staff take them on regular visits to places of interest to extend their physical skills and support their understanding of their local community.

### Outcomes for children are good

Children gain the skills they need for future learning and their eventual move on to school. They concentrate and focus on activities for significant periods of time and show pride in their achievements. Children show interest in books, listen eagerly to stories and develop good early literacy skills. Older children enjoy experimenting with creative resources with increasing skill and imagination. Younger children begin to use tools well and build their good small-muscle skills. They become motivated and inquisitive learners.

## Setting details

<b>Unique reference number</b>	EY501523
<b>Local authority</b>	Devon
<b>Inspection number</b>	10076863
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Princetown Community Preschool CIC
<b>Registered person unique reference number</b>	RP906011
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01822 890348

Princetown Community Preschool Re registered in 2016. It is open Monday to Friday from 9am to 3pm term time only. A holiday club operates over three weeks during the summer and a week at Easter from 8am to 5pm subject to demand. The pre-school employs two members of staff who hold a level 3 childcare qualification. One member of staff holds qualified teacher status and the manager has an early years practitioner qualification. The pre-school receives funding for free early education for two-, three- and four-year-old children.

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