

# Shaldon Pre-School

Victoria Hall, Bridge Road, Shaldon, Devon TQ14 0DD



<b>Inspection date</b>	18 September 2018
Previous inspection date	17 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
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

- Children make good progress relative to their starting points. Effective systems of tracking help the manager and staff to identify any gaps in learning, for individuals and groups of children, which they address through their planning.
- Support for children who have special educational needs is extremely good. Staff have very strong partnerships with other professionals and with parents. This helps to ensure that the children benefit from a consistent approach to planning for their ongoing progress, and they achieve very well.
- The management committee, manager and staff show commitment to continuous improvement to maintain good-quality outcomes for children. Good, ongoing self-evaluation and well-focused action plans enable the manager to monitor the positive impact of changes on children's learning.
- Children are happy and well behaved, with very good self-esteem. They show they feel emotionally secure through their confident interactions with staff.

### It is not yet outstanding because:

- Staff do not consistently give children enough time to think about and formulate their response to questions, particularly younger children.
- At times, staff miss opportunities to help children learn about personal safety, in particular, the importance of handling tools and sharp objects correctly.

## What the setting needs to do to improve further

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

- give children enough time to think about and respond to questions, particularly younger children
- enhance children's understanding of how to keep themselves safe when transporting sharp objects.

### Inspection activities

- The inspector observed children and staff engaged in learning activities indoors and outside.
- The inspector spoke to the manager, staff, committee members, children and parents.
- The inspector tracked children and reviewed their learning records.
- The inspector reviewed safeguarding procedures and talked to staff about how they implement these.
- The inspector sampled required records, such as attendance records, and policies and procedures.

**Inspector**  
Julie Neal

## Inspection findings

### Effectiveness of leadership and management is good

The management committee values the manager's and staff's knowledge and experience, and encourages them to continue to develop their skills. The manager monitors the impact of staff's training on children's learning. For example, following workshops, staff now embed mathematics through most activities. As a result, children's knowledge of mathematics has improved and they use this independently. For example, children making collages used a ruler to measure ribbons and cut them to size. Safeguarding is effective. The manager and staff demonstrate good safeguarding awareness and have a thorough understanding of how to protect children from harm.

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

Staff use their very good observations to plan activities that engage children and challenge them well. They extend children's learning very effectively, encouraging them to use their existing knowledge to solve problems. For example, children stood next to each other to decide who was taller. Staff encouraged them to order themselves from tallest to smallest, and encouraged them to think about what they could do to be taller. Children confidently suggested 'eating lots of vegetables to grow bigger' but decided 'wearing high heels would be quicker'. Staff involve parents in their children's learning very well. For example, they use settling-in visits to introduce parents to the tools they use to monitor children's progress, and involve them in identifying their starting points. Staff include information about children's achievements at home in the assessment process.

### Personal development, behaviour and welfare are good

Children thoroughly enjoy being active. They start the day with a short period of physical activity, such as doing star jumps and running on the spot, which helps them to understand how their heart beats and breathing change during exercise. Children are independent and they confidently make use of resources to develop their own ideas. For example, they used tyres and planks to make a balance beam, working together very well to achieve their goal.

### Outcomes for children are good

Children enjoy good activities that prepare them very well for their next stage in learning, including going to school. The very strong relationship with the village school enables children to visit frequently. Consequently, they learn how to manage some of the daunting experiences of school life, such as lunchtime in larger, noisier surroundings. Younger children manage well during group activities with older children and confidently join in with songs and stories.

## Setting details

<b>Unique reference number</b>	509040
<b>Local authority</b>	Devon
<b>Inspection number</b>	10062528
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years 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>	36
<b>Name of registered person</b>	Shaldon Parent Toddler Group and PreSchool Learning Alliance Committee
<b>Registered person unique reference number</b>	RP519862
<b>Date of previous inspection</b>	17 November 2015
<b>Telephone number</b>	07890 404337

Shaldon Pre-School registered in 2001. It operates from a community hall in the village of Shaldon, Devon. The pre-school playgroup operates from 9am to 3pm on Monday, Tuesday, Thursday and Friday during term time. It is in receipt of funding for free early education for children aged two, three and four years. There are eight members of staff, five of whom hold appropriate early years qualifications at level 3.

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