

Duchy Preschool And Playgroup

Millway, Bradninch, Exeter EX5 4NL



Inspection date	9 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The management team does not implement systems to support the effective running of the setting consistently well. For example, it does not provide ongoing supervision and support for all staff or keep all required records easily accessible for inspection.
- Staff provide opportunities, such as meetings, for parents to share their children's next steps of learning. However, they do not consistently make this information available for all parents to help them support their children's learning further at home.
- Staff miss opportunities to promote all aspects of children's learning more effectively in the playground, to support those children who learn best outdoors as well as possible.
- Self-evaluation systems are not robust enough to identify improvements needed in all aspects of the pre-school.

It has the following strengths

- Staff are friendly and caring, and help children manage their emotions well. Children respond positively to the reassuring approach staff give and they settle easily to play.
- Children behave well. Staff praise children often and boost their self-esteem. Children interact well with their friends and play cooperatively.
- Staff provide a good range of activities to support children's interests and motivate their learning. Children enjoy their play and make good progress.
- Staff support children's awareness of healthy eating well. Children enjoy a range of healthy foods for their snacks and have a choice of milk or water to drink.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the overall management procedures to provide more targeted support for all staff performance, to include strengthening assessment processes and how they include all parents in this process	27/11/2018
ensure all required records for inspection are maintained, easily accessible and available at all times, with particular regard to those for staff suitability and qualifications.	27/11/2018

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

- strengthen systems of sharing information about children's ongoing development with all parents, to support their learning at home more consistently
- improve the play experiences and variety of resources in the garden play area to support fully the interests and needs of those children who learn best outdoors
- strengthen evaluation systems to monitor the effectiveness of all aspects of the provision and support continual improvements more consistently.

Inspection activities

- The inspector observed children's interactions in play and the quality of teaching indoors and outdoors.
- The inspector viewed documentation, such as operational policies, procedures and children's assessment records.
- The inspector took into account the spoken and written views of parents.
- The inspector undertook a joint observation of an activity with the manager and discussed children's learning and development.
- The inspector met with members of the management team and had discussions, including about self-evaluation and how this supports them to make ongoing improvements.

Inspector
Mary Daniel

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The management team supports staff understanding of safeguarding issues well. Staff know what to do should they have any concerns about children's welfare. However, the management team does not keep all records, such as those evidencing staff suitability and qualifications, in good enough order to be easily available at all times, including for inspection. In addition, the management team does not consistently implement effective arrangements for supporting staff performance in all aspects of practice. For instance, managers do not supervise how staff monitor children's progress to ensure they keep accurate assessments at all times and keep all parents fully informed about their children's individual next steps of learning. Nevertheless, staff support children's personal development and welfare well and are keen to improve practice. For example, they have attended training that raised their awareness of the early help available to promote the welfare and specific needs of children and families.

Quality of teaching, learning and assessment is good

Staff motivate children's interest in simple technology well. For example, children become absorbed using remote-controlled toys and learn to stop, start and move these around the floor in different directions. Staff support children's interest in shape, space and size effectively. For instance, older children put their fingers together to make a shape and confidently name this, saying, 'It's a diamond.' Younger children carefully balance large sand timers on top of each other to make a tall tower. Staff promote children's understanding of their natural world effectively. For example, children join in singing a song about bees and say, 'Bees collect pollen from flowers to make honey.' Parents speak positively about staff and say that their children are happy and settled at the pre-school. Staff liaise with other agencies and settings children attend, to support a consistent approach for their care and learning.

Personal development, behaviour and welfare are good

Children are happy and settled. Staff work well with parents to support children's personal care routines, such as toileting, and promote their good health and physical well-being effectively. For example, children run around excitedly trying to find their friends in a game of hide and seek outdoors. They eagerly lift and carry small wooden planks and blocks to build an imaginary road with a bridge that they walk across and then jump off. They feel how fast their hearts beat after exercise, such as when singing a favourite song and touching their heads, shoulders, knees and toes very quickly.

Outcomes for children are good

Children gain the necessary confidence to help them with their future learning at school. They develop good socialisation and independence skills. Older children interact well with their younger friends. For example, at snack time they chat happily together and help to pass round plates of crackers or rice cakes to share. Younger children willingly help to wash up their plates and cups. Children learn to manage their emotions well and patiently wait to take turns to use a popular remote-controlled toy.

Setting details

Unique reference number	EY536236
Local authority	Devon
Inspection number	10076708
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 8
Total number of places	30
Number of children on roll	23
Name of registered person	Duchy Preschool And Playgroup CIO
Registered person unique reference number	RP536235
Date of previous inspection	Not applicable
Telephone number	01392881975

Duchy Preschool And Playgroup re-registered in 2016. This parent-committee run pre-school is situated in Bradninch, Devon. The pre-school is open Monday to Thursday from 7.45am until 6pm, during term time. It receives funding to provide free early years education for children aged two, three and four years. There are 10 staff employed. The manager holds early years professional status, three staff hold qualifications at level 3 and three hold qualifications at level 2

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