

Marldon Pre-School Playgroup

Marldon Village Hall, Village Road, Marldon, Paignton, Devon TQ3 1SJ



Inspection date	17 October 2018
Previous inspection date	17 April 2015

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

- Managers accurately evaluate the provision to recognise and build on areas for development. For example, they plan to strengthen the individual support for staff, such as creating mentor roles and encouraging peer reviews of each other's assessments, to enhance their knowledge and teaching skills.
- Staff promote language and communication skills well. They routinely introduce new vocabulary and model conversation skills effectively, which helps children to make good progress in their learning, particularly their speech.
- Managers and staff know the children well and make accurate observations and assessments of children's learning. They use this information to plan challenging and enjoyable activities that engage and motivate the children to learn. Children develop a positive attitude to learning and enjoy their time at the pre-school.
- Staff are positive role models and are particularly good at supporting children's emotional development, using a good range of strategies. For example, they routinely prompt children to think about the 'golden rules' and to consider how characters in stories might be feeling. Children behave very well and play together harmoniously.

It is not yet outstanding because:

- Staff do not provide a broad range of technological toys and resources to develop the children's understanding of its use and of cause and effect further.
- Although staff find out about each child's likes and interests when they first attend, staff do not work closely with parents to identify children's starting points in detail, to help them get to know the children quickly.

What the setting needs to do to improve further

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

- provide more opportunities for children to learn about and use technological toys and resources
- build upon the good partnerships with parents by involving them in creating a more detailed assessment of what children know and can do when they start.

Inspection activities

- The inspector observed children's participation in whole- and small-group activities, and their engagement during their self-chosen play.
- The inspector carried out a joint observation with the deputy manager to evaluate the quality of teaching and learning during a planned activity.
- The inspector took account of the views of children, parents and staff through discussions during the inspection.
- The inspector held a meeting with the deputy manager to discuss their knowledge, practice and the implementation of procedures.
- The inspector sampled a range of documents, including children's learning records and staff files.

Inspector

Sarah Madge

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff are knowledgeable of the signs that would cause concerns about a child's welfare and the actions they should take. Managers provide regular support for staff, such as through individual meetings, to discuss the children, procedures and professional development needs. For example, following training, staff have begun to place books in each area of the room, such as reference books next to the exploratory tray. This has had a positive effect on children's early reading skills. They happily look at reference books to learn more about the things that interest them, such as autumnal features. Managers closely monitor the progress of groups of children, to help them recognise any patterns in gaps. For instance, staff have been planning more opportunities for children to learn about shapes and measurement, to develop their mathematics skills further.

Quality of teaching, learning and assessment is good

Staff provide children with welcoming play areas, and offer good support to develop their interests and concentration well. For example, staff capture children's attention effectively when they enthusiastically call them over to smell and feel new vegetables. Staff provide lots of encouragement and time for children to think about and express their ideas, such as choosing which paper shapes to use to represent different parts of the dinosaurs they make. Children are confident communicators and eagerly copy staff's signing as they speak. Staff have positive partnerships with parents and work closely with them overall. Parents receive detailed information about their children's ongoing learning and how they can support children to make further progress through home activities.

Personal development, behaviour and welfare are good

Staff are warm and enthusiastic, and develop good relationships with the children, who arrive confidently and settle in quickly. Children are keen to take responsibility for their own needs, such as spreading butter onto crackers and chopping fruit for snack, and dressing themselves. Staff teach children to be considerate of other people's ideas and preferences, and children respond positively to this. For example, staff encourage them to vote for which book they would like staff to read, and they all willingly accept the outcome. Staff promote children's health and safety effectively. For instance, they provide lots of opportunities for children to be physically active indoors and regularly ask questions to prompt them to think about how they can keep themselves safe.

Outcomes for children are good

Children are enthusiastic learners and gain the skills they need for starting school. They listen with great interest and engagement when staff read to them, and learn to recognise their written name, showing good literacy development. Children acquire confident mathematics skills, such as joining in with staff to count and identify numbers. They are keen to take part in planned activities and eagerly explore the available resources, playing cooperatively alongside and with their friends.

Setting details

Unique reference number	106172
Local authority	Devon
Inspection number	10060646
Type of provision	Full 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 - 4
Total number of places	28
Number of children on roll	28
Name of registered person	Marldon Pre-School Playgroup Committee
Registered person unique reference number	RP517827
Date of previous inspection	17 April 2015
Telephone number	01803528884

Marldon Pre-School Playgroup registered in 1992 and operates from Marldon Village Hall near Paignton, Devon. The pre-school is open Monday to Wednesday from 8.45am until to 3.15pm, and Thursday and Friday from 8.45am until 1.15pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are eight members of staff, including two managers who hold a foundation stage degree and early years teacher status respectively. Three other staff hold a relevant qualification at level 2 or 3.

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