

# Chudleigh Knighton Pre-School

Paulines Place, Chudleigh Knighton, NEWTON ABBOT, Devon TQ13 0EY



<b>Inspection date</b>	12 November 2018
Previous inspection date	2 December 2015

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

- The manager leads the team well and routinely models strong practice. Staff make good use of professional development opportunities to develop their knowledge. For example, they observe the manager to get ideas that help to strengthen their practice, and use skills learned at training to provide good support for children's communication and language skills.
- Staff take the time to get to know the children well. Children have strong attachments with their key person and all staff, and arrive happily. Staff skilfully build children's self-confidence and provide good opportunities for them to take responsibility for small tasks. For instance, children help their friends to carry a large box of toys at tidy-up time.
- Staff make regular observations of the children's achievements and accurately assess their ongoing learning. They plan enjoyable activities that engage children effectively, motivate them to join in and support them to consistently make good progress.
- The manager and staff quickly recognise when children might benefit from outside agency involvement and take prompt action to seek relevant advice. They form strong partnerships with parents and other professionals to promote consistent care and education for children who require additional support.

### It is not yet outstanding because:

- Staff do not take full advantage of opportunities that arise to extend all children's learning as well as possible, particularly for those who are waiting for outside agency involvement, and the older children's mathematics and literacy skills.
- The manager does not use the information gathered from assessments of children's learning to monitor the progress made by the different groups of children, to identify any patterns and target teaching more promptly.

## What the setting needs to do to improve further

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

- support staff to use opportunities as well as possible to build on children's individual next steps in learning, with particular regard to those who are waiting for input from other professionals, and the older children's mathematics and literacy skills
- develop the systems to track the progress made by different groups of children in more detail, to identify and target any patterns or gaps in learning.

### Inspection activities

- The inspector observed children during adult-led activities and in their self-chosen play, indoors and outside.
- The inspector evaluated the quality of teaching and learning during a planned small-group activity, with the manager.
- The inspector took account of the views of children, staff and parents spoken to during the inspection.
- The inspector held meetings with the manager at appropriate times, to assess their knowledge of the requirements of the early years foundation stage.
- The inspector sampled a range of documents, including children's learning records, staff's suitability checks and risk assessments of the premises.

**Inspector**  
Sarah Madge

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff recognise the signs that might indicate a child is at risk of harm and are clear about local safeguarding procedures. The provider and manager implement robust recruitment processes to ensure new staff are safe to work with children and knowledgeable of their responsibilities. Overall, staff receive good support from the manager, such as through regular individual and team meetings. The manager reflects well on the setting to make changes that benefit children, and identify areas for development. For example, they have reviewed the collection of children procedure, to organise staff more effectively and prioritise children's safety when they leave at the end of a session. The manager has plans to review the outdoor play areas, to support children to make more use of the gardens in all weathers.

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

Staff use their knowledge of what children enjoy to plan activities that are interesting and stimulating. For example, they involve children in making play dough. The older children concentrate well as they use spoons to transfer the ingredients to a bowl. They talk about what is happening, commenting playfully that the mixture looks like 'sugar snow'. The toddlers greatly enjoy mixing it all together, happily exploring the texture with their fingers. Children immerse themselves in imaginative play with friends, listening to each other's ideas and taking on different roles. For example, children take food orders from other children, using picture books of food as prompts, and then 'cook' the chosen meals using the role-play food. Older children develop good control and coordination with their hand movements, such as when carefully threading beads onto string to make 'necklaces' for each other.

### Personal development, behaviour and welfare are good

Staff are polite and routinely model the use of good manners, to help children learn to do the same. Children behave very well. They listen to and follow staff's instructions with enthusiasm, such as helping to tidy up before lunchtime. Children are kind and considerate, and form caring friendships. For example, they spontaneously cuddle and gently pat each other affectionately. Staff teach children to consider their own safety. For instance, they ask children what they should do in their space to enable them to exercise safely and children remind each other to 'be careful not to kick our friends'.

### Outcomes for children are good

Children gain the skills that prepare them well for the next stage in their learning and the eventual move to school. Younger children listen to staff well during group activities and happily join in when they sing and act out nursery rhymes. Pre-school children show good determination and concentration, such as when trying to spread toppings to the edges of toast with great care. Children are keen to explore and motivated to take part in activities. For example, with staff support, they excitedly call out the colour of traffic lights to prompt each other to 'stop' and 'go' when they pretend to be cars.

## Setting details

<b>Unique reference number</b>	EY422549
<b>Local authority</b>	Devon
<b>Inspection number</b>	10062563
<b>Type of provision</b>	Sessional 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>	20
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Chudleigh Knighton Pre-School Ltd
<b>Registered person unique reference number</b>	RP901965
<b>Date of previous inspection</b>	2 December 2015
<b>Telephone number</b>	01626 859799

Chudleigh Knighton Pre-School registered in 2011. The pre-school operates from a purpose-built building in the village of Chudleigh, near Newton Abbot in Devon. The pre-school opens term time only, Monday to Friday from 9.30am to 3.30pm. The pre-school receives funding for early years education for children aged two, three and four years. There are six members of staff working with the children, all of whom are qualified to level 3 or 4.

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