

# Coleridge Pre-school Playgroup

Jesu Street, OSM EX11 1EU



<b>Inspection date</b>	9 January 2019
Previous inspection date	5 October 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

### This provision is good

- The manager works collaboratively with staff to evaluate the provision. They accurately identify areas for improvement in the pre-school and implement positive changes. For example, staff have been developing the outside area to further improve the range of learning opportunities that children can access outdoors.
- Staff support children's speech and language skills well by using techniques, such as visual prompts and modelling language. They allow children plenty of time to think and respond to what they say, which gives children the opportunity to develop their thinking skills.
- Children form strong attachments with staff and feel safe and secure. Staff give children a high level of attention to meet their individual emotional and learning needs.
- All children make good progress from their starting points. Staff are aware of areas in which children may need extra support and create plans to target these areas. For example, staff have increased the range of mark-making activities available, which has successfully improved boys' early writing skills.
- Staff sometimes miss children's cues to engage them in conversations and different aspects of their play. As a result, some opportunities to extend child-initiated learning are missed.
- Staff do not effectively support and encourage parents to share information about their children's achievements at home, in order to further develop this learning at pre-school.

## What the setting needs to do to improve further

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

- ensure staff respond effectively to children's cues to engage them, in order to extend child-initiated learning
- make use of more opportunities to support parents to contribute information about their children's learning and achievements at home.

### Inspection activities

- The inspector observed staff interacting with children as they played both inside and outside the pre-school.
- The inspector sampled a range of policies and spoke to staff about their understanding of these.
- The inspector held discussions with parents to find out their views of the pre-school.
- The inspector carried out a joint observation with the manager and discussed staff supervision.
- The inspector considered children's learning and assessment information.

**Inspector**  
Alice Tolen

## Inspection findings

### Effectiveness of leadership and management is good

The manager uses the supervision process well to support staff to develop and improve their skills and knowledge. Staff attend a range of relevant training and also do their own reading and research. For example, one member of staff has been researching different methods of planning. Following this, the pre-school has implemented a new planning system to ensure that activities are always focused on children's current learning needs and interests. The leadership team closely monitors children's progress and deploy staff effectively to give children extra support when they need it. Safeguarding is effective. All staff understand their responsibilities to record and report any concerns that they have about children. Staff carry out thorough risk assessments to ensure that the environment and resources are safe for children to use. The manager and committee follow robust recruitment procedures and every member of staff receives a full induction.

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

Staff support children's critical-thinking skills particularly well. For example, when playing with some frozen sand on a cold day, they encourage children to think about what might have made the sand feel hard and what they could do to make it easier to scoop. Staff make good use of opportunities to support children's mathematical development. They demonstrate how to compare different heights as they build towers with the children and introduce counting games outside. Key people make regular and accurate assessments of children and these are shared consistently with parents to enable them to support children's learning at home.

### Personal development, behaviour and welfare are good

Children are confident to explore the well-resourced environment and make choices about the activities they would like to do. They show high levels of focus and concentration in their play. Children behave well, sharing and taking turns as they play alongside each other. The pre-school effectively supports children's transition to school. For example, staff have introduced some simple routines into the children's day that are the same as at the local school. Children manage their own personal needs competently. They put on their own coats and pack away their lunches independently after eating. Staff give children clear messages about the importance of good health and hygiene. They explain why children need to wash their hands before they have a snack and provide a range of healthy food options for them to choose from.

### Outcomes for children are good

Children develop the key skills they need for starting school. For example, older children retell familiar stories using the pictures in a book to help them. They talk about characters might be feeling and why. Younger children develop their attention skills well as they explore props while listening to stories. Children use number language during their imaginative play. For example, they count backwards when pretending to be on a rocket about to 'blast off'.

## Setting details

<b>Unique reference number</b>	105957
<b>Local authority</b>	Devon
<b>Inspection number</b>	10062517
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	30
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Coleridge Pre-school Playgroup
<b>Registered person unique reference number</b>	RP521117
<b>Date of previous inspection</b>	5 October 2015
<b>Telephone number</b>	01404812663

Coleridge Pre-school Playgroup registered in 2001. It operates from an old school building in the centre of Ottery St Mary, Devon. The setting operates from 9.15am to 3.15pm on weekdays during term time. It operates a breakfast club from 8am to 9am, an after-school club from 3.30pm to 6pm and a holiday club from 8am to 6pm. The setting is in receipt of funding for free early education for children aged two, three and four years. There are six members of staff. Of these, one holds a level 6 early years qualification, two hold level 4, and one is a level 3 qualified childminder.

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