

Ugborough and Bittaford Pre-School



Ugborough Village Hall, The Square, Ugborough, Ivybridge, Devon PL21 0NT

Inspection date	22 May 2019
Previous inspection date	17 July 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

This provision is good

- Leaders and managers are well qualified and experienced. They demonstrate a strong commitment to ongoing improvement and seek high-quality training opportunities, which help to improve outcomes for children.
- Staff plan a variety of activities that help to support children's communication, speech and language development. For instance, children enjoy singing familiar songs and develop a rich vocabulary as they engage with phonics games (letters and the sounds they represent). This helps children make good progress from their starting points.
- Children have plenty of opportunities to be active. They enjoy playing outside on bicycles and scooters. They benefit from regular forest school sessions and engage well with physical games that help them develop strong social skills.
- Parents speak highly of the care and education provided. They appreciate the communication they receive from the staff. For example, they feel well informed about children's next steps in learning and how to support these at home. Parents describe their children's experience at pre-school as 'delightful' and 'enriching'.
- Children are well prepared for transitions to school. Staff make good use of strategies to help close identified gaps in learning and development quickly. For example, children enjoy focused activities to help develop their listening and attention. Children develop awareness of how to manage their emotions, and follow rules and boundaries as they explore stories through games, for example.
- The management team does not ensure that staff organise whole-group activities as well as they could, to help all children, particularly the younger ones, to make the most of the learning opportunities.
- Staff do not extend opportunities for children to make decisions and lead their own play and learning further.

What the setting needs to do to improve further

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

- review the organisation of whole-group activities, to reduce distractions and help all children, particularly younger children, make the most of learning opportunities
- increase opportunities for children to make decisions and lead their own play and learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and chairperson. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Carly Ellicott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a secure understanding of the signs that indicate children may be at risk of harm, including from extreme views and behaviours. Emergency procedures are in place to maintain children's safety and well-being. For instance, staff practise fire drills with children routinely. Clear procedures are in place and staff understand the actions they must take if they have any safeguarding concerns. Staff attend regular training and benefit from supervisory sessions to identify further ways to build on their good practice. A well-established staff team receives good support from the large, experienced committee who work together to implement ongoing improvements to the provision. Staff monitor individual children and groups of children well to help identify and address gaps in learning. Leaders have established strong links with other early years professionals within the community, which helps to provide continuity of care for children of all ages.

Quality of teaching, learning and assessment is good

Staff are enthusiastic. They motivate children's engagement well as they plan a good range of activities. For example, staff make good use of opportunities to introduce and repeat new words to children. Older children enjoy small-group time. Staff encourage them to take turns and listen to others. Older children identify and recall different letters and sounds, and join in with rhymes and songs to build on what they have learned. Staff plan imaginative ways to provoke stimulating discussion. For example, staff use a phonics box well to introduce objects that prompt discussion about rhyming words. Staff give plenty of time for children to think and respond to questions. Younger children use their imaginations to extend their learning. For instance, they name coloured squares using descriptive language such as 'fire' and 'water' to describe red and blue.

Personal development, behaviour and welfare are good

Staff support children's independence well. They act as good role models. Staff listen to children well, encourage their participation in activities and frequently praise them for their efforts and achievements. Staff make good use of signs supporting speech and visual aids, for instance, during snack times and group activities. This helps to enhance children's communication skills. Children behave well. They manage their personal health and hygiene well. For example, they wash their hands and choose healthy snacks, such as crackers, cheese and fruit. They count how many of each item they can have, serve their own snacks and pour their own drinks. Older children engage in pleasant social conversation as they recount recent experiences. They clear away their dishes at the end of snack time and prepare themselves for outside play.

Outcomes for children are good

Children develop the key skills they need for their future learning. They are eager to investigate. For instance, older children delight in observing their shadows, noticing the change in shape as they move their bodies. Younger children enjoy popping bubbles and pouring water using different sized containers, happily observing the water pour down channels of drainpipe. Children use their imaginations well as they dress up as favourite characters and superheroes, such as firemen and the Incredible Hulk.

Setting details

Unique reference number	106274
Local authority	Devon
Inspection number	10060840
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 11
Total number of places	20
Number of children on roll	39
Name of registered person	Ugborough And Bittaford Pre-school Committee
Registered person unique reference number	RP517845
Date of previous inspection	17 July 2015
Telephone number	07763 215455

Ugborough and Bittaford Pre-School (formerly Ugborough Under Fives) registered in 1994. It operates from the main room of the village hall in Ugborough, in Ivybridge, Devon. The pre-school uses the playground of the neighbouring primary school for outside play. It opens Monday to Friday from 9am to 3pm during term time only. The pre-school also offers a breakfast club between 8am and 9am and an after-school club between 3pm and 6pm, during term time only. The pre-school provides early years funding for two-, three- and four-year-old children. The pre-school employs 11 members of staff. Of these, two students are working towards a qualification and nine hold appropriate childcare qualifications.

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