

Holbeton Pre-School

Playgroup 1

Holbeton Village Hall, Brent Hill, Holbeton, Plymouth, Devon PL8 1LX



Inspection date	11 June 2019
Previous inspection date	10 March 2016

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 have a sound knowledge of the early years foundation stage curriculum and have good plans in place to develop the pre-school curriculum even further. For example, additional staff have been recruited to support the implementation of outdoor educational opportunities.
- Parents are highly complimentary of the pre-school. They appreciate the wide range of activities available to children. For instance, children regularly visit the beach and local forest with staff, which helps to extend their experience of the world around them.
- Staff understand how to meet children's individual needs. For example, they provide focused group activities to support children's literacy skills, such as phonics games, which help children to develop the necessary skills to make good progress with speech and language development.
- Children benefit from high staff ratios. Children are well supervised and enjoy high levels of engagement. As a result, their behaviour is good. Staff promote good behaviour. For example, staff acknowledge kindness and willingness to share.
- Children develop a strong sense of belonging at the pre-school. For example, they enjoy looking at photographs of themselves at play and can identify their individually named trays and pegs to store their belongings. Children are confident and capable learners, and develop the necessary skills to help prepare them for school.
- Processes used for monitoring children's progress do not always achieve consistency and accuracy, for example when recording the two year progress checks.
- Planning does not consistently ensure all staff are aware of children's next steps and how to support them.

What the setting needs to do to improve further

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

- strengthen the monitoring process to achieve consistency and accuracy in information shared with parents, for example when recording the two year progress check, in order to provide the most accurate record of children's development
- improve the planning process so that staff are more aware of children's next steps and able to provide targeted support to help children make more rapid progress towards their next steps.

Inspection activities

- The inspector observed the staff and children indoors and outdoors.
- The inspector looked at a range of documents, including those confirming staff suitability to work with children.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to the manager at appropriate times during the inspection.
- The inspector spoke to parents and took account of their views.

Inspector
Carly Ellicott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager has secure policies and procedures in place to keep children safe from harm. The staff are experienced and well qualified. They know how to identify potential signs of abuse and neglect. The manager ensures that staff are suitable to work with children. Robust recruitment procedures are in place and staff benefit from regular supervisions and staff meetings. These opportunities help to reflect on staff practice and develop the setting further. The management team includes parents and staff in the evaluation of the pre-school to continue to drive improvements forward. Staff are happy and enjoy working at the pre-school. They undertake training opportunities tailored to the needs of individual children, such as safeguarding updates and understanding two-year-olds. The manager attends network provider meetings and works closely with other professionals to update her practice.

Quality of teaching, learning and assessment is good

Staff are excellent role models. They engage well with children and model language particularly well. For instance, staff use mathematical language as they use tape measures to compare different heights. Children delight in exploring and investigating activities, such as mixing play dough. They confidently take charge of their learning. Children use their prior knowledge and problem-solving skills to anticipate what is needed. For instance, to make the dough less sticky, they add flour. Staff model descriptive language to reinforce children's actions as they play. Children develop small- and large-muscle movements as they stir the mixture using utensils. They delight as they see the mixture transform. Younger children use their imaginations as they engage in role-play activities. For instance, they enjoy dressing up as firefighters. Older children enjoy listening to stories and singing familiar songs.

Personal development, behaviour and welfare are good

Children enjoy plenty of opportunities to be active and learn outdoors. For example, staff lead beach and forest school sessions, which complement the pre-school curriculum. The garden is spacious and well resourced, with a range of opportunities for children to investigate and explore as they engage in physical play and exercise. For instance, children play imaginative games on the pirate ship. They are confident and discuss their favourite toys and resources, such as the bicycles. Children demonstrate independence and good motor control during routine activities, such as pouring milk from teapots during snack time. Young children enjoy listening to engaging stories. For example, staff change the tone and pace of their voice and ask questions to help extend children's thinking. Children are patient. They take turns and praise one another.

Outcomes for children are good

Children listen to and follow instructions well as they take part in adult-led and child-initiated activities. Older children recognise and write their own names. Younger children are settled and benefit from close relationships with their key person. Children are motivated and feel valued. For example, staff celebrate children's cultural differences and extend their experience of different cultural events to help develop understanding of the wider world around them.

Setting details

Unique reference number	106129
Local authority	Devon
Inspection number	10072257
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	24
Name of registered person	Holbeton Pre-school Playgroup Committee
Registered person unique reference number	RP517776
Date of previous inspection	10 March 2016
Telephone number	01752 830505

Holbeton Pre-School Playgroup 1 has been operating for over 40 years and registered in 1993. The setting is run by a committee of parents and volunteers. It operates from two rooms within the village hall in Holbeton, Devon. The setting receives funding to provide free education for two-, three- and four-year-old children. Sessions run from 8.45am to 3.15pm, Monday to Friday, during term time only. The Monday and Friday sessions are offered as beach and forest school activities. There are five adults working directly with the children. Of these, four hold a relevant early years qualification at level 3, one is a qualified teacher and one holds early years qualified teacher status.

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