

Inspection of Chaddlewood Pre-school and Woodies Out Of School Club

Hemerdon Heights, Plympton, Plymouth, Devon PL7 2EU

Inspection date: 24 January 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Staff get to know children and families well. They welcome them warmly and children settle quickly to enjoy the activities on offer. The role of the key person is very effective and central to the children's well-being as they move on through the pre-school. Children are happy and secure due to the strong bonds they form with the caring and attentive staff. They behave well and share and take turns happily as they play.

The manager and staff have high expectations for children's achievements. They thoughtfully plan an interesting curriculum that builds successfully on what children know and can do. Children are enthusiastic learners. For example, younger children thoroughly enjoy rolling balls to each other and watching how high they bounce. They develop their coordination and gain good physical skills as they learn to share and cooperate with others. Older children relish the sensory experience of making slime, adding ingredients and mixing them together. They follow a recipe and gain good early literacy skills.

Children move on to future learning with confidence and self-assurance. Staff ensure that children gain the important self-help skills they need and children become very independent. Children get to know the school environment and enjoy trying school lunches. The manager and staff work together with the school staff to prepare parents for their children's next steps in education. For example, they have produced a useful booklet about how to support their children with starting their new school life.

What does the early years setting do well and what does it need to do better?

- The manager is highly committed to making changes that improve learning experiences for all children. Together with the staff team, she continually evaluates the provision and consults children and parents about their views. The manager and staff are enhancing the outdoor area to inspire children's understanding and enjoyment of the natural world.
- Staff benefit from good supervision and attend training that supports children's individual needs well. For example, training to promote children's language skills has improved staff's expertise and enabled them to help children with their pronunciation and speech development.
- Staff provide a good mix of child-initiated and adult-guided activities. They thoughtfully arrange the exciting environment to inspire children's exploration. Younger children look closely at hedgehogs and create their own versions with interesting resources, developing their individual creativity. However, sometimes, staff do not adapt adult-guided activities so that all children participate fully and contribute their thoughts and ideas.

- Partnerships with parents are strong and parents comment favourably about the friendly and approachable staff team. The communication between staff and parents is very effective and supports children's learning at home. Staff ensure that parents know what children have been enjoying so they can follow this up and extend their understanding.
- Staff have a good understanding of how children learn and are always looking for ways to support children to move on in their development. They encourage children to count and compare quantities and sizes as they take part in a wide variety of activities. However, they do not make the most of opportunities to reinforce and extend this learning during routines such as snack time.
- The manager and staff monitor children's progress meticulously. They promptly notice when children need extra help with their learning and development. They use funding effectively and work closely with outside agencies to ensure that all children reach their best potential.
- Staff promote children's communication and language skills well. They skilfully use signing and visual aids to help all children to become confident and interact with others as they play together.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff prioritise children's safety and welfare. They attend training to keep their understanding of child protection matters up to date. They are clear about local safeguarding procedures, including whistle-blowing. Recruitment processes are thorough and ensure those employed to work with children are suitable. Regular safety checks on the premises and the conscientious staff deployment ensure that children are safe and secure as they play.

What does the setting need to do to improve?

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

- adapt some adult-guided activities to ensure all children contribute and take part to extend their exploration and develop their curiosity fully
- make the most of routines such as snack time to reinforce children's counting skills and shape recognition to extend their mathematical development.

Setting details

Unique reference number	117177
Local authority	Plymouth
Inspection number	10125936
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 to 4
Total number of places	48
Number of children on roll	55
Name of registered person	Chaddlewood Pre-School Committee
Registered person unique reference number	RP902156
Telephone number	01752 345 838
Date of previous inspection	8 October 2014

Information about this early years setting

Chaddlewood Pre-school registered in 1997 and operates from a bungalow and portakabin in the grounds of Chaddlewood Primary School. The pre-school is open each weekday from 9am until 3.15pm during term time only. It receives funding to provide free early education places for children aged two, three and four years. A committee, comprising of parents and staff, manages the pre-school. The setting employs 18 members of staff. Of these, the majority hold an appropriate level 3 qualification, and the manager holds early years professional status.

Information about this inspection

Inspector

Margaret Baird

Inspection activities

- The inspector observed staff engaged in activities with children throughout the pre-school and assessed the quality of teaching.
- The manager and the inspector conducted some joint observations and discussed children's progress.
- The inspector looked at a range of documents and discussed arrangements for recruitment and safeguarding.
- The inspector talked to children, parents and staff and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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