

# Inspection of Furrough Cross Pre-School

Furrough Cross Church, Babbacombe Road, Torquay TQ1 3SB

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Inspection date: 4 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enthusiastically enter this pre-school and settle quickly. Staff provide a broad range of activities that reflect children's interests, motivating them to get involved. The curriculum is challenging and supports all children to make good progress. Staff have high expectations for all children's learning and challenge children to think and solve problems for themselves. Children have close and secure relationships with their key persons. They are confident to communicate with others. Children use spoken language supported by signing to respond to questions during group time, as this has been modelled by staff. They offer their ideas and try to solve problems, for example explaining how they will complete a puzzle or using construction equipment to build a strong tower as part of play. Children learn about how to behave and be considerate of others. They frequently use good manners without being prompted. Children develop and use a range of skills in preparation for their next stage of learning. For example, as they use pennies to buy items from the pretend shop, they solve simple calculation problems. Children are very confident and self-assured. Younger children gain confidence and learn from the example of the older children. For instance, they watch the older children use the slide and then have a go themselves.

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

- The staff team is well supported by the managers. They work collectively to ensure children have the best experiences and feel secure and ready to learn.
- The pre-school environment is inviting. It has high-quality resources available to encourage play in a range of areas. For example, a writing table encourages mark making. There is an area with photographs about local visits and celebrations, encouraging children to talk about what they remember and know.
- Children make good progress from their starting points and are well prepared for their next stage of learning. Mathematics and literacy are supported well by staff during play and activities. For example, staff encourage children to count in a range of situations, and children start to have a go at writing their names. Staff provide freely accessible resources, and spend time helping children to learn about letter shapes and sounds.
- Children learn to make choices about what they want to do, as staff offer them different options for whole-group activities. For example, children choose to make a house with shapes rather than play skittles. They enthusiastically talk about the different shapes they could use, using a wide range of vocabulary, due to staff introducing them to new words.
- Staff skilfully use questions as children play, and they adapt activities, play and discussions to extend and challenge children's learning well. For example, while involving a group of children in practising counting, staff encourage the more able children to have a go at adding numbers together.

- Behaviour is good. Staff remind children of the rules for playing and keeping safe. Staff naturally adapt the environment when play becomes more boisterous, to keep children safe. For example, when children start to race on the bicycles, staff introduce traffic lights to slow play down and help children to think about road safety.
- Staff teach children about staying healthy. Children are able to talk about which foods are healthy and relate this to the choices they make. Children learn about why they need to wash their hands and clean the tables prior to eating. Although children benefit from physical play opportunities indoors, staff do not always ensure that children have enough access to outside learning experiences to support their physical development, health and enjoyment even further.
- While staff provide good levels of care and supervision, occasionally children spend too much time waiting for others. Staff do not always make the most of these times, such as when children move between rooms or activities.
- Parents and carers state that they have chosen this setting as staff are warm and nurturing to their children. They report that children enjoy the varied activities available, including trips in the community, to the beach, shops and local residential home. Parents feel well informed through the electronic communications they receive about their children's progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of child protection issues and knowledge of safeguarding. They keep their knowledge up to date through regular training. They are able to recognise the signs or symptoms which may indicate a child is at risk from harm. They know who to contact if they have a concern. Managers and staff ensure that children are kept safe. They have robust risk assessment procedures and ensure good levels of staffing. They work in partnership with other professionals and agencies responsible for keeping children safe. Systems are in place to supervise staff and support their professional development to enhance children's learning.

## **What does the setting need to do to improve?**

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

- ensure staff use all opportunities, including when children are involved in daily routines, to further enhance learning
- provide more opportunities for children to learn and explore outside.

## Setting details

<b>Unique reference number</b>	EY474814
<b>Local authority</b>	Torbay
<b>Inspection number</b>	10075732
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Close, Ann Wallace
<b>Registered person unique reference number</b>	RP512022
<b>Telephone number</b>	01803 324226
<b>Date of previous inspection</b>	26 January 2016

## Information about this early years setting

Furrough Cross Pre-School registered in 2014. It operates from the Furrough Cross Church rooms, located in Babbacombe, in Torquay, Devon. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school supports children who are learning English as an additional language. The pre-school is open Monday to Thursday from 9am to 3pm, during school term time only. There five members of staff, all of whom have recognised childcare qualifications at level 3.

## Information about this inspection

### Inspector

Dilys Vincent

## Inspection activities

- The manager and the inspector completed a learning walk and discussed how the curriculum is used to support children's learning.
- The inspector observed staff engaged in activities with children.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector talked to children, parents and staff and took account of their views.
- A sample of documentation was reviewed, including records relating to the suitability of staff.

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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