

# Inspection of Salcombe Pre-School

Onslow Road, Salcombe, Devon TQ8 8AG

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Inspection date: 6 March 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**

The manager and staff are passionate about providing children with a happy, safe and stimulating learning environment. Educational activities ensure that children remain engaged and motivated. Outside, older children work cooperatively to dig a 'channel' in the sand. They then fill it with water using the pump, demonstrating good social skills. Younger children enjoy rolling chalk down the slide and pushing cars down pieces of guttering. This helps them to learn about height and distance. All children enjoy using mouldable foam soap. They show inquisitiveness, feeling its texture and shaping it with their hands. Staff extend this, using it to make 'icebergs' during water play. Children play imaginatively; they pretend the 'iceberg' is melting and watch it blend into the water. They talk about how the water has turned 'cloudy' and how they cannot see the bottom. Their creative skills are good.

Children behave well. They understand the rules and boundaries, and adhere to them throughout the day, such as when they carry out rigorous hand hygiene practices. Children take turns, passing objects to their peers during activities led by adults. Staff work closely with other early years professionals. They use play strategies, such as bricks, to help children work as a team. Children mix with Reception staff and children in the on-site school. This ensures all children develop strong social and communication skills in a safe environment. Children are happy and independent learners who thoroughly enjoy their time at the setting.

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

- Staff skilfully teach children about the world around them. They bring in real lobsters and crabs which have been caught by local fishermen. They teach children about different types of shells, such as scallop and cowrie. Children learn about sea urchins and talk in depth about creatures that could live inside the shells. They are careful when handling these to ensure they do not get broken. Staff show children shells from countries around the world, such as Australia. They compare these to the ones found in England. Children look at a globe and develop an understanding of where countries are in the world. Staff talk to children about their own town and discuss how the estuary has eelgrass growing in it, which helps them to learn about the natural world closer to home.
- Partnerships with parents are strong. Staff use the skills parents have to support children's development. For instance, parents who know how to teach physical education carry out activities with the children, such as throwing and catching balls. They teach children how to skip, to help them to develop good hand-to-eye coordination.
- Children have a strong comprehension of words. For example, they know the 'protection' of seahorses means that 'no one can get them'. Staff teach children about how to protect sea creatures from pollution. They take part in 'beach

cleaning' to remove copious amounts of litter. This helps children to learn how to look after coastal places to ensure they are safer for wildlife.

- Children confidently welcome each other to the group during circle time. They count how many children there are in total and use their fingers to represent numbers. Outside, children explore the rain gauge and discover how much water has collected. Children understand mathematical words, such as 'narrow', 'wide', 'tall' and 'short'. Occasionally, staff miss opportunities to challenge older children's mathematical knowledge to build on what they already know.
- The manager and staff reflect well on their practice. They consistently look for new ways to improve the setting to benefit the children. For instance, they would like to make a relaxing area to help children to manage their own emotions more effectively.
- Regular meetings ensure that staff continue to develop their good teaching practice. They attend frequent training to support children's development. For example, staff understand the lifelong benefits of helping children to communicate and eventually learn to read. They use carefully structured sentences, adding an extra word each time to extend children's speaking skills. Staff encourage a love of reading, taking children on weekly trips to the library. They make up stories about 'George the Seagull', using puppets. Staff understand how books play an important role in promoting children's language and literacy skills.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff record children's attendance rigorously to ensure that they know who is present in the setting at all times. Staff are aware of how to carry out emergency life-saving procedures should a child become seriously unwell. Children learn how to manage risks effectively. They learn how to climb up and down steep slopes safely or use ropes to help them to maintain their balance. The manager and staff have a good understanding of how to protect children from harm. They attend child protection training and are alert to when a child may be in danger. The manager and staff are aware of the relevant safeguarding authorities to contact should they be concerned about a child's welfare.

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

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

- maximise opportunities to challenge older children's mathematical development.

## Setting details

<b>Unique reference number</b>	106209
<b>Local authority</b>	Devon
<b>Inspection number</b>	10072259
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Salcombe Pre-School Committee
<b>Registered person unique reference number</b>	RP517800
<b>Telephone number</b>	01548 842874
<b>Date of previous inspection</b>	27 May 2016

## Information about this early years setting

Salcombe Pre-School has been operating since 1972 and is located in the grounds of Salcombe Primary School, Devon. The pre-school employs five members of childcare staff, two of whom hold early years professional status, and three members of staff hold childcare qualifications at level 3. The pre-school is open from Monday to Friday during term time only. Sessions are from 9am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Joanne Steward

## Inspection activities

- The inspector spoke to parents and children to gain their views of the provision.
- The manager gave the inspector a learning walk of the provision and discussed how the activities benefit children.
- A joint observation was carried out, where the manager and the inspector discussed the quality of staff's teaching.
- Various documentation was looked at, including paediatric first-aid certificates, public liability insurance and evidence of staff's suitability and qualifications.
- The inspector observed a range of activities, inside and outside, and looked at the quality of interactions between staff and children.

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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