

# Inspection of Chudleigh Pre-School

The School Room, The Town Hall, Market Way, Chudleigh, Newton Abbot, Devon  
TQ13 0HL

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Inspection date:

11 November 2021

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is inadequate

Children's safety and welfare are compromised due to weaknesses in staff's knowledge of safeguarding. Not all staff understand the procedures to follow when an allegation is made against an adult. As a result, some staff are unable to identify and report all concerns.

Children feel comfortable and secure at the setting. Despite parents not entering the premises currently due to the COVID-19 pandemic, children arrive confidently and are pleased to see the friendly staff. Children behave well and benefit from some positive learning experiences. For example, they are encouraged by staff to explore and describe natural items to support their thinking and extend their vocabulary. Children suggest that feathers are 'fluffy', chestnut shells feel 'prickly' and fir cones look 'curly-wurly'. Staff model language and pronunciation effectively and children learn to express themselves confidently. However, staff do not plan or implement a curriculum that consistently builds on what children need to learn next. This does not help children to concentrate, be curious during activities, or develop a positive attitude to learning.

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

- Staff have completed relevant safeguarding training. However, despite this, some staff do not know the procedures to follow in the event that an allegation is made against a member of staff. Additionally, staff are unable to identify risks to children associated with extreme views and female genital mutilation. This puts children at risk.
- Managers do not provide support for staff to ensure their expectations for children's learning are always appropriate. For example, staff try to teach older children to write their name, before they have developed the required physical skills to hold a pencil correctly to enable them make marks with control. This does not help children to make good progress in their learning.
- Staff know children well and assess their learning and development accurately. However, they do not use this information to challenge children consistently by planning activities that link closely to their next steps in learning. For example, two-year-old children enjoy investigating the different marks that tools make with paint, but staff try to direct their conversation to the topic of hibernation instead. This impacts on children's ability to immerse themselves fully in activities and to build on their skills and knowledge.
- Children follow their own interests and make choices in their play. They sit and look at books independently and carefully turn the pages. Younger children enjoy watching paint when it trickles down an easel toward the floor and try to stem the flow with their brush.
- Children understand staff's expectations for their behaviour. They are familiar

with the daily routine and listen to and follow staff's instructions. Staff routinely prompt children to use good manners, support them to take turns, and teach them to recognise how others are feeling. For example, children learn to match facial expressions with the relevant emotions during a game. Children develop good social skills and play well together.

- Staff are kind and care about the children. They encourage children to manage tasks independently, such as putting on their coat, and praise children's efforts routinely to build their self-confidence.
- Although children's learning needs are not targeted consistently well, managers and staff work well with parents and other professionals to plan how to help children who need additional support. Staff share ongoing information with parents about their children's experiences at the setting. However, staff do not form effective links with other settings attended by children in order to help new children settle in and ensure consistency in children's care and learning.

## Safeguarding

The arrangements for safeguarding are not effective.

Managers ensure the setting's safeguarding policies are in line with the local safeguarding partnership guidance. However, they do not check that staff understand how to recognise and report all safeguarding matters. This weakness has resulted in some staff not knowing how to manage allegations or identify concerns relating to safeguarding matters, such as radicalisation. Managers follow robust recruitment and vetting procedures to ensure that staff are suitable to work with children. Managers and staff carry out risk assessments of the premises effectively and deploy themselves well to ensure children are supervised closely at all times.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
provide more effective support and coaching so that all staff have appropriate expectations for children and are able to sequence their learning	09/12/2021
plan and implement a curriculum that challenges children and builds on what they know and can do to help them make good progress consistently	09/12/2021

improve staff's knowledge of the allegation procedures to ensure that they understand how to respond to any concerns about staff in an appropriate and timely manner	09/12/2021
take action to ensure that all staff have up to date knowledge of safeguarding issues, including how to recognise signs of radicalisation, extremism and female genital mutilation	09/12/2021
develop links with other settings attended by children to help them settle quickly and ensure consistency in their care and learning.	09/12/2021

## Setting details

<b>Unique reference number</b>	106248
<b>Local authority</b>	Devon
<b>Inspection number</b>	10126067
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	22
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Chudleigh Pre-School Committee
<b>Registered person unique reference number</b>	RP517747
<b>Telephone number</b>	01626 854680
<b>Date of previous inspection</b>	24 February 2016

## Information about this early years setting

Chudleigh Pre-school registered in 1996 in Chudleigh, Devon. It is open each weekday during term time from 9am to 3.30pm, Monday to Thursday, and from 9am to 1.30pm on Friday. The pre-school receives funding to provide free early education for children aged two, three and four years. There are five members of staff who work directly with the children; of these, two hold qualified teacher status and the remaining staff hold relevant level 2 or 3 qualifications.

## Information about this inspection

### Inspector

Sarah Madge

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the provider.
- A manager led a learning walk with the inspector to discuss the early years curriculum and organisation of the setting.
- The inspector spoke with staff at appropriate times during the inspection to discuss children's learning and their knowledge of the policies and procedures.
- A manager carried out a joint observation of a small-group activity with the inspector.
- The inspector observed the children and staff and took account of the children's feedback.
- Parents and families shared their views of the setting with the inspector.
- The inspector held a meeting with a manager and looked at relevant documentation.

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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