

Inspection of Snapdragons Pre-School

Jackets Lane, Bideford, Devon EX39 1HT

Inspection date: 4 March 2022

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

The provision is good

Children are happy and settled at the pre-school. They develop good relationships with staff and demonstrate that they feel safe and secure in their care. Staff have high expectations for children's behaviour. Children develop good social skills and are learning to make friends. When they arrive, they are pleased to see each other and are eager to begin their play. Children behave well. They are kind to each other and share resources.

Lively conversations take place throughout the day as children play in the mud kitchen and pretend to make tea for staff and visitors. Staff skilfully support younger children to develop their communication skills. For example, younger children enjoy picture games to develop their understanding, vocabulary and speaking skills. Children are confident and motivated to learn. Older children acquire skills that help to prepare them for their transition to school. For example, staff provide good opportunities for children to learn about numbers, develop their early writing skills and learn to manage their own risk.

Leaders and staff give high priority to children's emotional well-being. During the COVID-19 pandemic, when children returned to the pre-school after the first national lockdown, staff collaborated effectively with parents to support children's social and emotional needs. They used various strategies, including the 'Colour Monster', to help them to understand their own emotions.

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

- Leaders display a strong commitment to providing good-quality experiences for the children who attend. They form strong relationships with the staff team and have high expectations for what children can achieve. Leaders and managers identify areas for improvement and provide staff with online training opportunities to enhance their knowledge and skills. Staff say they feel well supported by the manager and there is a good team spirit.
- Staff provide children with small-group and whole-group activities that focus on reducing gaps in their learning. However, sometimes, younger children lose concentration and become impatient during group times. This is because these sessions are sometimes too long, and children are eager to play with the activities on offer.
- Staff work well in partnership with parents. Parents comment positively about the pre-school and how their children are progressing. Staff communicate with parents in a variety of ways. For example, they hold parent meetings, have daily discussions and use an online app to share information with parents, including photos of children.
- Staff promote children's good health effectively. Children confidently use

physical apparatus, learn about healthy eating and brush their teeth. Staff use mirrors and visual aids, such as a giant model mouth and sand timer, to support this aspect of the daily routine.

- Children show enjoyment when looking at books on their own and with staff. They take part in their favourite stories, using puppets. They excitedly show staff when they have the matching puppet to the animal on the page. Children eagerly repeat familiar phrases as they are read to. For example, they call out that the giraffe is 'too tall' as they read 'Dear Zoo'. They keenly tell staff the next part of the story.
- The special educational needs coordinator works closely with other professionals to help to meet children's individual learning needs. Additional government funding is used well to provide children with tailored support and one-to-one teaching when appropriate.
- Staff know the children well. They are positive role models and show interest in what children choose to do. They respond to children's emotional needs and get fully involved in their play. Staff regularly discuss children's progress, any gaps in learning and how best to support them. This contributes to the good progress children make.
- The manager develops an inclusive, broad curriculum that supports all children and their individual learning needs. She is clear about what she wants children to learn. This includes the key skills that children need in preparation for school, such as being able to communicate clearly.
- Children are encouraged to be independent with some tasks, such as fetching their lunch box and opening food wrappers. However, children do not always use their independence skills. This is because staff will do simple tasks for them, such as putting on their coats and taking off their aprons.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure knowledge of safeguarding practices and how to keep children safe in their care. They are knowledgeable about the signs and symptoms that might indicate that a child is at risk of harm. Staff confidently discuss local safeguarding procedures and the steps to take should they be concerned about a child's well-being. They attend regular safeguarding training to ensure that their knowledge is current. Staff are aware that some families may be vulnerable to extreme views or ideas. Robust recruitment procedures ensure that appropriate checks are carried out to determine staff's suitability. Staff are deployed well to safely supervise children and enable them to play in a safe and secure environment.

What does the setting need to do to improve?

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

- review the organisation, particularly the length, of adult-led group times to ensure that all children play a full and active part in all learning experiences provided
- offer children further opportunities to develop their independence by consistently allowing them to carry out more tasks for themselves.

Setting details

Unique reference number	EY466822
Local authority	Devon
Inspection number	10125977
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	38
Name of registered person	Snapdragons Pre-School
Registered person unique reference number	RP532892
Telephone number	01237 471119
Date of previous inspection	2 April 2014

Information about this early years setting

Snapdragons Pre-School first registered in 1997 and moved from a community centre to purpose-built premises in 2013. The pre-school has sole use of a self-contained building on grounds beside St George's Church of England School in Northam, near Bideford. The pre-school employs five members of staff who work directly with the children. Of these, four hold early years qualifications at level 3, and one holds a qualification at level 2. The pre-school is open from Monday to Friday during school term time. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Tracey Cook

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The inspector observed the staff's interactions with the children, indoors and outdoors, and assessed the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector looked at a sample of documents, including evidence of staff's suitability and training.
- The inspector took account of the views of parents spoken to on the day.
- The inspector and the manager had a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the manager to assess teaching standards and the impact on children's learning and development.

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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