

Inspection of Chudleigh Pre-School (School Site)

The Community Room, Chudleigh Primary School, Lawn Drive, Chudleigh, Devon
TQ13 0LS

Inspection date:

26 April 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happy and settle well in the pre-school. They find friends to play with and seek out staff to share their news with. Children benefit from a balanced curriculum of activities to support their interests and areas of development. For example, they observe caterpillars and tadpoles to learn about growth and life cycles and read books to find out more facts about them. Most children are curious and keen to join in the activities. However, staff do not always have high expectations of what children can achieve and do not encourage some quieter children to communicate well. At such times, these children lose interest.

Staff help children to develop positive behaviour and attitudes to learn good social skills and to keep themselves safe. Children are polite and enjoy helping others. They make their own choices overall, from a range of activities provided for them. This includes finding craft materials and tools to create with, construction sets to build with and themed home corners to create imaginative games.

The pre-school has adapted their practice to keep children and families safe throughout the COVID-19 pandemic. For example, they have arranged telephone calls or outdoor meetings to maintain communication with parents and to keep them informed of their children's well-being and progress.

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

- The quality of teaching is not consistently good. Staff monitor children's development and plan activities to support their learning. They join in children's play with enthusiasm. However, they do not always challenge children well in activities to keep them motivated to learn more and to build on what children already know and can do. For example, some staff ask children questions but answer for them, and set challenges for children in areas they are already competent.
- Staff do not help all children consistently to develop their communication and language skills well. They provide more vocal and confident children with opportunities to talk and introduce new words to help children build on their vocabulary. However, they miss the communications of some quieter children and some staff ask multiple questions at once, without allowing children time to think and reply.
- Staff support children's literacy well. For example, they engage children successfully at story times by talking softly to encourage children to listen and changing their voice for different characters. Children have opportunities to write, such as on chalkboards, labelling their work and learn the letters of their name.
- Partnership with parents is good. Staff work with parents and external

professionals to meet children's individual needs. Parents provide positive feedback regarding the care of their children.

- Children benefit from regular activities to develop their physical skills. For example, children dig and use tools in the mud kitchen and sandpit in the garden. They use the school grounds to run and play games.
- Staff help children to develop independence in readiness for school. Children find their name labels to register themselves when they arrive. They pour their own drinks and use knives to spread toppings on their bread at snack time.
- Staff maintain safe and secure environments for children. For example, they identify potential risks to children and use strategies and safety measures to keep children safe. Staff record details of any accidents children have. However, they do not keep accurate records of all incidents involving any physical handling of children. This does not allow the management to monitor such incidents to ensure they are managed safely and appropriately.
- The manager provides some opportunities for staff's ongoing professional development, such as safeguarding training and quizzes. However, staff supervision is not successful enough to ensure the quality of teaching is consistently good.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their child protection roles and responsibilities. They regularly update their knowledge of wider safeguarding issues and risks to children, to ensure they can recognise any signs that a child might be at risk of harm. Staff understand the correct procedures to follow in the event of a concern about a child's welfare. The management team ensures all staff are suitable to work with children. Staff help children to learn about keeping safe. For example, children use the warning sign when they see something spilt on the floor to prevent others from slipping.

What does the setting need to do to improve?

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

	Due date
keep accurate records of all incidents involving any physical handling of children	24/05/2022
improve staff supervision arrangements to ensure the quality of teaching is consistently good	24/05/2022

improve staff's interaction with children to encourage their communication and language skills, particularly quieter children.	24/05/2022
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Setting details

Unique reference number	106101
Local authority	Devon
Inspection number	10236977
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	18
Number of children on roll	29
Name of registered person	Chudleigh Pre-School Committee
Registered person unique reference number	RP517747
Telephone number	01626 854680 or 852147
Date of previous inspection	29 January 2016

Information about this early years setting

Chudleigh Pre-School (School Site) registered in 1992. It operates within Chudleigh Primary School in Devon. The pre-school is open from 9am to 3.30pm, Monday to Friday, during term time only. It receives funding for free early education for children aged three and four years. The pre-school employs nine staff to work with the children. All staff hold relevant early years qualifications at levels 2 or 3 and two hold teaching qualifications.

Information about this inspection

Inspector

Bridget Copson

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager conducted a learning walk around the premises and explained how they use this to meet children's needs and deliver the curriculum.
- The inspector observed activities and the quality of the staff interactions with the children. She conducted a joint observation with the manager.
- The inspector sampled documentation and discussed the manager's knowledge of the requirements of the early years foundation stage.
- The inspector took account of the views of parents 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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