

Inspection of Chudleigh Pre-School

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

Inspection date:

27 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children enter the pre-school happily and confidently. They feel secure and content in staff's care and are eager to explore the range of toys. Children settle quickly and listen to and follow staff's instructions. They are caring and show awareness and a positive attitude toward differences between themselves and others. For example, they kindly ask to sit by their friends who have different dietary needs to offer help and encouragement at lunchtime.

Children are interested in the activities on offer. For example, they enjoy making marks when painting with sponges, learn to hold a pencil with coordination and control, and proudly tell staff about the pictures they draw. Children learn to count and recite number names in order. They join in excitedly when singing nursery rhymes and play imaginatively, such as pretending to be a train conductor collecting tickets from their friends. However, they do not receive enough challenge or support from staff to help them make good progress in their learning consistently. Furthermore, staff do not always meet the individual needs of children who would benefit from additional support.

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

- Since the last inspection, leaders have taken action to improve staff's safeguarding knowledge significantly. They have also developed processes to establish links with other settings attended by children, to ensure consistency in children's care and learning.
- Leaders have made some changes to the planning of the curriculum. Staff now take account of children's emerging interests and plan a broad range of activities. However, leaders and staff do not target all children's next steps in learning effectively. For example, when trying to help children to learn to concentrate, they plan activities that require children to sit still for too long. This does not stimulate them or capture their attention effectively, so they find something else to play with.
- Leaders do not monitor staff's practice to provide support and coaching that promotes continuous professional development. Consequently, leaders had not recognised that staff are not always clear about what they want children to learn from activities, to enable them to meet all children's needs. Nonetheless, staff know the children well and assess their knowledge and what they can do accurately.
- Staff work closely with parents and professionals when other agencies are already supporting children. They routinely share information with parents to engage them in their children's care and learning. Parents speak very positively about the caring, friendly and approachable staff team, the close relationships staff form with the children and children's love of attending the setting.

- The key-person system is not fully effective to ensure staff take prompt action to meet children's individual needs consistently. For example, when staff identify that their key children would benefit from additional support, they do not share sufficient information with the manager, who is also the special educational needs coordinator (SENCo). Consequently, the SENCo and staff do not involve other agencies promptly and some children do not receive targeted support quickly enough.
- Staff are skilled at extending children's vocabulary and support them to use new words in different contexts. For example, they model words such as 'slithering' and 'wiggling' when describing how tadpoles and snails move. Children later repeat these words when talking about worms and snakes.
- Children are friendly and play well together and alongside each other. They are comfortable with staff and look to them for reassurance. When children feel upset, staff offer them cuddles and distract them successfully, so they calm down quickly and return to their activities.
- Staff provide good support to help children understand the expectations for their behaviour. For example, they prompt children to use good manners, calmly remind children of the rules and teach them to share the toys and resources. Children behave well.
- Children are confident and independent in their self-care. For instance, they put on their coat and attempt to fasten the zip without help, wash and dry their hands and spread butter on to their crackers at snack time.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have worked hard to improve safeguarding at the setting. For example, staff have completed additional training and leaders have learned about safeguarding issues that are relevant to their local area. Staff are now more confident in their understanding of all safeguarding matters. They know how to recognise and report concerns, including how to share information with other agencies as appropriate. Leaders and staff have a secure understanding of how to keep children safe at the setting, such as by carrying out risk assessments effectively.

What does the setting need to do to improve?

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

	Due date
develop the planning of the curriculum further to target all children's next steps in learning more consistently	20/05/2022

develop the monitoring of staff's practice and provide more effective support and coaching to help staff be clearer about what they want children to learn	20/05/2022
develop the key-person system to ensure staff meet all children's individual needs, with particular regard to those who require additional support.	20/05/2022

Setting details

Unique reference number	106248
Local authority	Devon
Inspection number	10233168
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	2 to 3
Total number of places	22
Number of children on roll	25
Name of registered person	Chudleigh Pre-School Committee
Registered person unique reference number	RP517747
Telephone number	01626 854680
Date of previous inspection	11 November 2021

Information about this early years setting

Chudleigh Pre-School registered in 1996 and is located in Chudleigh, Devon. It is open during term time, from 9am to 3.30pm on 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

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager took the inspector on a learning walk around the setting to discuss all areas of the nursery and the early years curriculum.
- The inspector observed children and staff and completed a joint observation with the manager to reflect on the quality of education.
- Children spoke with the inspector during the inspection and parents shared their feedback.
- The inspector held discussions with staff to consider their knowledge and understanding of the setting and the policies and procedures.
- The inspector spoke with the manager about the leadership and management of the setting.

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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