

Inspection of Shaldon Pre-School

Victoria Hall, Bridge Road, Shaldon, Devon TQ14 0DD

Inspection date: 29 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, safe and settled in the pre-school. They are eager to take part in a wide range of meaningful activities the staff provide. Children benefit from a sequenced curriculum, developed by the knowledgeable staff. Staff know the children very well and they support their individual needs, including those with special educational needs and/or disabilities. When children need additional help, staff provide targeted support and work well with other agencies involved. The setting makes effective use of additional funding to ensure children make good progress. This prepares them well for the next stage in their learning.

Children have ample opportunities to learn about the world around them and to take care of the environment. They visit the beach where they are taught about water vessels and things that live in the sea. In the garden, they plant and grow vegetables which they enjoy eating for snack. The setting welcomes visitors to share their experiences with the children. For example, the reverend from the local church talked to the children about her visit to Windsor for the Queen's Jubilee.

Staff are very attentive to the children and form strong bonds with them. Children respond well to the praise and gentle reminders staff give them. They are well behaved and learn to respect one another. Children learn independence skills and quickly understand how to take care of their own possessions and needs. For instance, they hang up their coats, serve their food and pour their drinks.

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

- The setting has very clear goals for children's learning. The staff understand the skills children need to prepare them for school and they support them effectively. They meticulously plan experiences to build on children's learning. Children have good opportunities to make connections in their knowledge. For example, as they curiously examine tiger prawns, they talk about camouflage and compare the prawns to other creatures they know. They correctly identify the gills on a trout and explain how they help the fish to breathe.
- Staff promote a love of books and reading. They use stories to extend children's vocabulary. Children recall details from stories they know, and they show that they are beginning to understand more complex words such as 'shimmering'.
- Staff provide lovely opportunities for children to engage in imaginative play using real-life items. For example, children cut up potatoes to make chips for the 'fish and chip shop' or play with life jackets and pretend to sail in a real kayak. Children talk to one another as they play, inventing storylines. However, at times, staff distract children from their play with their questions.
- Children develop a deep understanding of number. Staff set challenges for children to practise their counting, which children relish in. For instance, they

excitedly work out what they can build using 10 bricks.

- Children are supported to have a healthy diet and they wash their hands independently before eating. Mealtimes are sociable occasions. Staff sit with the children and chat about their home lives. For instance, they compare the journeys they make to pre-school. Children learn about other cultures as they follow recipes to make foods from different countries.
- The manager of the setting has established good links with other childcare providers. She shares important information about children's progress and development. She supports her staff team in their continued professional development. Staff attend regular training to enhance and develop their skills. Consequently, teaching is of a very high standard.
- Staff support children to develop high-level thinking skills. Children answer questions and share their ideas. However, some less confident children do not engage in these discussions as readily. At times, staff miss opportunities to encourage all children to contribute to conversations.
- Parents are given opportunities to share their views, and the manager and staff use their suggestions to further improve the provision. Parents are very complimentary about the setting and describe the staff as 'friendly, approachable and caring'.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given the highest priority. All staff are trained to identify and act on any concerns about a child's welfare. They are confident in recognising the signs that may indicate a child is at risk from harm and how to report them. When recruiting new staff, the provider follows a robust process to ensure staff are suitable for their roles. Visitors to the setting are provided with written guidance about safeguarding procedures. Staff ensure all areas are risk assessed to keep children safe.

What does the setting need to do to improve?

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

- ensure staff give children time to engage in uninterrupted imaginative play
- develop further opportunities for the less confident children to respond to questions and share their ideas.

Setting details

Unique reference number	2543892
Local authority	Devon
Inspection number	10214445
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	32
Name of registered person	Ace Enhanced Services Limited
Registered person unique reference number	2543891
Telephone number	07890 404337
Date of previous inspection	Not applicable

Information about this early years setting

Shaldon Pre-School registered in 2019. It is based in Shaldon, Devon. The pre-school is open from 9am to 3pm on weekdays during term time. The manager holds qualified teacher status and three staff members hold qualifications at level 3. The nursery offers funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Den Russell

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 provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk across all areas of the nursery and discussed how the early years provision and curriculum are organised.
- The manager and the inspector jointly observed and evaluated an activity.
- The manager discussed the leadership of the setting with the inspector.
- The inspector spoke to children and staff throughout the inspection.
- Parents shared their views on the setting with the inspector through written 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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