

# Inspection of Abbotsbury School

Abbotsbury School, 90 Torquay Road, Newton Abbot, Devon TQ12 2JD

---

Inspection date: 12 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is good**

Children thoroughly enjoy attending this welcoming and friendly school. Staff greet children individually by name. They ensure they receive any personal information from parents and carers during drop-off, to support a smooth transition for children. Children form strong attachments to their respective key persons, who are all warm and nurturing. Children settle exceptionally well and feel safe and secure in their environment.

All children make strong progress from their starting points, including those in receipt of additional funding. Children have an exceptional understanding of health and hygiene. They know to flush the toilet and wash their hands, even though they cannot see the germs. Children recognise the importance of healthy foods and act out role play scenarios with dolls to demonstrate their understanding. For instance, children inform staff that the dolls are poorly because they have eaten too many unhealthy foods. They confidently sort through plastic play food, selecting fruit and vegetables to help the dolls feel better.

Children behave meticulously. They are kind and respectful to one another and are keen to work collaboratively. Children support each other during activities and work as a team when tidying up. They share and take turns exceptionally well and enjoy responsibilities, such as being the 'leader for the day'. Children help prepare snack for their peers and enjoy carrying out small tasks with a highly positive attitude.

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

- Children have a strong understanding of mathematics. Older children create their own repeating patterns. First, they decide upon a design and draw it on paper. Next, they use plastic cubes to represent it. Children confidently show how they can make more complex patterns using up to four colours. Younger children enjoy choosing hidden farm animals from inside a bag. They count how many legs the toy animal has and can understand mathematical language such as 'upside down', 'on top of' and 'next to'.
- Staff support children's language skills well, including those with special educational needs and/or disabilities (SEND). They ensure they use a set of core words that relate to the curriculum topic. Staff extend these where appropriate to ensure all children hear and learn new vocabulary. Children demonstrate good understanding. Younger children use simple sentences, and older children confidently elaborate on their ideas.
- Children enjoy growing a variety of herbs, fruits and vegetables in the outside area, such as rosemary, strawberries, potatoes and lavender. Inside, they grow sunflowers and make observational paintings of these. Older children skilfully name and label parts of the sunflower, including petal, stem and root. Children

enjoy making marks using water and brushes, which encourages early writing development. However, the outside curriculum is not as rich, meaning children do not have consistent opportunities to access all areas of learning when outdoors, to enhance their development even further.

- Partnerships with parents are effective. Staff provide parents with relevant information about children's development, including the required progress check for children between the ages of two and three. Parents comment how children have progressed in their learning since starting and how they have settled well. Children also voice their opinions about the setting, stating 'I am happy when I come to school.'
- Staff morale is high. They feel well supported by class leaders and the provider. Regular training, staff supervision and team meetings enable everyone to contribute their skills and knowledge to benefit children. Additionally, staff work closely with other professionals to ensure a consistent approach to children's learning.
- Children enjoy a range of literacy activities. Older children find letters of their name written on wooden pegs. They peg them onto their paper dinosaurs, saying the sound for each letter. Younger children enjoy listening to a good range of stories. Staff use actions to accompany the stories, to encourage children to join in and sustain their concentration.
- Staff ensure they plan activities based on children's interests and individual needs. They bury 'dinosaur eggs' in the soil and sand tray to encourage children to use their finger muscles to dig and find them. Children show delight when they find the eggs, counting them as they go.

## Safeguarding

The arrangements for safeguarding are effective.

Children have a good understanding of how to keep themselves safe when walking up and down the stairs. They know to hold on to the banister to prevent them from falling. When outside, children know not to touch the bees as they can sting. Children understand the importance of staying hydrated in hot weather and know to wear sun hats to protect their heads from burning. The provider and staff have a strong understanding of their roles and responsibilities in keeping children safe from harm. They know to contact relevant local safeguarding partners if they have a concern about a child's welfare.

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

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

- extend the range of opportunities outside to help children explore and investigate a rich and broad variety of experiences, to enhance their development even further.

## Setting details

<b>Unique reference number</b>	EY337315
<b>Local authority</b>	Devon
<b>Inspection number</b>	10073710
<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 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	Manley, Richard John
<b>Registered person unique reference number</b>	RP513964
<b>Telephone number</b>	01626 352 164
<b>Date of previous inspection</b>	24 February 2016

## Information about this early years setting

Abbotsbury School is an independent school which opened in 1960. The school is located in a Victorian villa in Newton Abbot, Devon. There are 14 members of staff, most of whom hold appropriate childcare qualifications at level 3 and level 2. The school is open every weekday during term time, from 8am to 5pm. It receives free early education funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Joanne Steward

## 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 inspector spoke to children during the inspection.
- Parents and grandparents communicated their opinions about the provision to the inspector and these were taken into account.
- A joint observation was carried out with the provider, where the quality of teaching was discussed.
- The inspector and the provider completed a learning walk together and discussed the early years curriculum and what they want children to learn.
- The provider gave the inspector a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022