

# Inspection of Stoke Damerel Preschool

Rear Of Stoke Damerel Church, Paradise Road, Stoke, Plymouth, Devon PL1 5QL

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Inspection date: 30 June 2022

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

### The provision is inadequate

The provider does not have a secure enough knowledge of the safeguarding and welfare requirements of the statutory framework for the early years foundation stage, which impacts on her ability to promote the safety and well-being of children.

Children settle quickly as they arrive. They are happy and motivated to learn. They find their friends and quickly engage in one of the well-planned activities on offer. For example, children use construction toys to build a block of flats. They pretend it is on fire and rush to get the fire engine. All children, including those with special educational needs and/or disabilities (SEND), make good progress. The room leader has developed a well-sequenced and ambitious curriculum that supports the needs and interests of all children well. For example, older children explore coloured water in different trays. Staff use questions well to encourage children to think about how the colours change when they are mixed.

Children behave well as staff consistently help all children understand the routine. Children are respectful and kind to each other. For instance, a child holds a guitar for their friend while they climb up onto a platform to sing a song. Children stay focused at activities and show a can-do attitude. Staff encourage and praise children to build their confidence.

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

- Leadership and management are weak. The provider does not understand the requirements of the early years foundation stage and has failed to notify Ofsted of changes to managers over a period of time. Also, she has not notified Ofsted of a change to premises for the breakfast and after-school club.
- The provider is aware that no members of her staff have a current and suitable paediatric first-aid certificate. Although their certificates expired over a year ago, she has not been proactive in ensuring they renew them, to ensure they can promote the health and safety of the children that attend.
- Staff know children well and plan appropriate activities that offer challenge and help them progress. For example, children with SEND learn to take turns and follow instructions in small groups. The knowledgeable special educational needs coordinator (SENCO) skilfully supports them to achieve their next steps. Older children practise chopping and cutting up fruit and vegetables. They learn new words and use their senses as staff support them to describe what they are experiencing.
- Children develop good physical skills. They climb, negotiate space and pedal bikes outside in the garden. Staff offer many opportunities for children to develop their small-muscle skills, such as playing with play dough. Children roll,

pinch and manipulate the play dough to make pretend cakes.

- Children learn about the world around them. They grow, care for, and harvest fruit and vegetables, such as peas and strawberries in the garden. They learn Spanish and other languages. Children look at a map of the world and think about different types of transport, such as trains and planes. Parents come in to help children develop an awareness of different cultures. They sing songs and share foods from their own culture and upbringing.
- Children are confident learners. Staff encourage them to keep going when tasks are difficult, using lots of praise. For example, two-year-olds try to independently put on waterproof trousers, so they can play in the garden. They struggle with the clips on the braces. Staff sensitively encourage them and offers suggestions to help them succeed.
- All children, especially those with SEND, develop good communication skills. Staff read books with children and model language well. Most staff use open-ended questions to encourage children to recall what they know and to think for themselves.
- Partnerships with parents are good. Staff share children's progress regularly with parents. Parents attend termly meetings to share their children's achievements. Parents feel supported when they need help with developing their children's independence.
- The manager supports most staff well and develops and guides their practice to improve the quality of their teaching. Staff attend regular staff meetings, so the manager can share action plans and policies.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Safeguarding arrangements are not robust enough to keep children safe from harm. Weaknesses in leadership mean that children are cared for by staff that do not have up-to-date training to manage any minor or serious accidents that children might have and children, before and after school, are cared for in unregistered premises. Staff have a good knowledge of the signs that could indicate a child is at risk of being abused. They know the procedure to follow if they are concerned about the welfare of a child. All staff are well informed about all categories of abuse, including radicalisation and extremism.

## Setting details

<b>Unique reference number</b>	117155
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10229941
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Stoke Damerel Pre-School Committee
<b>Registered person unique reference number</b>	RP908653
<b>Telephone number</b>	01752 605390
<b>Date of previous inspection</b>	29 September 2016

## Information about this early years setting

Stoke Damerel Preschool registered in 2000, in Stoke near Plymouth. It is open from 7.30am to 6pm, Monday to Friday, all year. The pre-school receives early years government funding for two-, three- and four-year-old children. There are seven staff. Of these, one is an early years teacher, one has a relevant level 5 qualification, and four have a relevant level 3 early years qualification.

## Information about this inspection

### Inspector

Sian Bath

## 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 room leader joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the provider about the leadership and management of the setting.
- The SENCO spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of interaction being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the room leader.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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