

# Inspection of Little Monstarz Preschool

St Lukes Church Hall, Laburnum Road, NEWTON ABBOT, Devon TQ12 4LQ

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Inspection date: 21 September 2022

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

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

### The provision is good

Children enjoy their time at this friendly pre-school. They settle quickly and join in with the activities available. They become engaged and sustain good levels of concentration. Older children make sandcastles and moulds, using a variety of tools to build and construct. Younger children and those with special educational needs and/or disabilities enjoy squeezing the sand between their fingers to help strengthen their hand muscles in preparation for early writing. These group activities also help children to play alongside one another and to develop their social skills effectively. Staff use additional funding to ensure it benefits children's care and educational needs. All children make good progress from their starting points.

Staff use consistent strategies to help children understand the routines and expectations of the setting. For instance, staff encourage children to sit down when they are eating. They use distraction techniques and activities to help children regulate their behaviour in a positive way. Children benefit from using a 'choice board' to help them decide which activities to play with. Staff help children learn about things that will happen 'now' and 'next', and they use visual aids to ensure children feel emotionally secure.

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

- Children enjoy a range of creative experiences. Staff excel in providing children with an exciting 'pirate treasure trail' to capture their imagination. They develop an innovative narrative to engage children's curiosity. Children work collaboratively to solve the clues to help them find the treasure. Children follow instructions well and enjoy working as a team.
- Parents commend staff for their ongoing support for children and their family. Staff prepare individual care packages tailored to children's individual needs. Children enjoy opportunities to enhance their existing knowledge, such as taking part in a lending library scheme and looking after 'Helga the Hippo' at home to contribute towards their early reading and writing skills.
- Children engage in a good range of outdoor and physical opportunities. They learn how to climb, use low-level stilts to balance, and to navigate uneven terrain. Children enjoy healthy snacks and learn about different diets, such as vegetarian and veganism, although staff do not consistently help children to understand the benefits of exercise and diet on their bodies.
- Staff provide good activities to help children learn about mathematical concepts. Younger children learn to match two of the same shapes together. Older children learn the names of shapes, can recognise repeating patterns and work with their peers to find matching shapes in the environment.
- Children develop strong communication and language skills. Staff consistently

use sign language and simple sentences to help children's understanding. They provide narratives as children play and introduce new vocabulary, such as 'dark and gloomy', when describing the 'cave' in the story. Older children learn the names of specific dinosaurs, including 'Spinosaurus' and 'Velociraptor', when they find 'fossils' in the garden.

- The manager is passionate about providing high-quality care for children. She is keen to improve staff knowledge to benefit children. Staff attend training and read childcare related information to help support children's learning and development. The manager is aware of areas to develop, such as utilising an additional outdoor space for gardening activities. However, children do not have consistent experiences to learn about growth, decay and changes over time to deepen their understanding of the world.
- The pre-school works effectively with other professionals. Rapid intervention strategies and strong communication ensures children receive the support they require. Close links with local schools and Reception teachers help prepare children well for their move to primary education. Children feel settled and secure in their new environment.
- Children are independent. They confidently attend to their own care needs, such as toileting and washing their hands. Children select and carry a chair to the table ready for mealtimes.

## Safeguarding

The arrangements for safeguarding are effective.

Children understand safety routines. They know to follow staff to the fire exit when the whistle is blown and where to assemble outside on the church grounds in the event of an emergency. Staff take a dedicated bag containing children's contact details so they can communicate with parents and carers effectively if need be. Staff ensure they have clear procedures in place should a potential intruder try to gain access to the premises. The manager and staff have a secure understanding of when a child may be at risk of harm. They know to contact the local safeguarding partners to report any concerns about children's welfare.

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

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

- provide more opportunities for children to understand the benefits of physical exercise and healthy foods on their body to support their physical development even more
- help children learn more about growth, decay and changes over time to support their understanding of the world further.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | 2571767   |
| <b>Local authority</b>                             | Devon   |
| <b>Inspection number</b>                           | 10248122  |
| <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 4  |
| <b>Total number of places</b>                      | 32  |
| <b>Number of children on roll</b>                  | 32  |
| <b>Name of registered person</b>                   | Roseway Partnership   |
| <b>Registered person unique reference number</b>   | 2571766   |
| <b>Telephone number</b>                            | 07484929936   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

Little Monstarz Preschool registered in 2020 and is located on the grounds of St Lukes Church Hall, Newton Abbot, Devon. The pre-school is open Monday to Friday, from 8am to 5pm, term time only. There are seven members of staff, all of whom hold relevant childcare qualifications from level 5 to level 2. The pre-school provides free early education funding for children aged two-, three- and four-years-old.

## 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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector and the manager carried out a joint observation together of a group activity.
- A range of documentation was reviewed on request.
- The inspector spoke to parents and children to seek their views 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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