

Inspection of Southmead Pre-School

Wrafton Road, Braunton, Devon EX33 2BU

Inspection date: 6 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive at the setting happily and say goodbye confidently to their families outside the front door. They are eager to greet their friends and the staff and quickly settle to an activity, playing harmoniously with and alongside each other. Children develop close bonds with the warm and playful staff, which helps them to feel welcome and secure at the pre-school.

Staff provide a broad curriculum, using children's interests and next steps in learning to plan a good range of activities and experiences. Children are curious and interested about the world around them and are keen to take part and have a go. They express their thoughts and ideas confidently. For example, after talking about fruit at snack time, the children suggest planting the apple pips and banana seeds in the garden to try to grow fruit trees. They follow through with their idea, knowing to dig in the mud to create a hole. Children develop an interest in books. They listen well while staff read to them and demonstrate their familiarity with their favourite books by recalling some of the words that come next. Children develop good physical skills, such as learning to propel and steer the bikes and scooters along winding paths. They listen to each other's ideas as they play together imaginatively with small-world toys, such as making cakes from play dough for the dolls.

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

- Since the last inspection, the management team has worked hard to address the previous breaches of requirements. For example, the team has learned about the process to notify Ofsted of changes and significant events and improved all staff's knowledge and understanding of safeguarding.
- Staff assess the children accurately and use what they know about children to help them make good progress in their learning. The management team is in the process of making changes to the strategies staff use to support children's literacy development. During this current period of transition, staff do not extend the early reading and writing skills of the older and the most able children as effectively as they could.
- Staff prioritise helping children to learn to recognise and manage their feelings and emotions. Children talk openly about when they have felt sad or angry and what happened to make them feel happy again. Staff tell the children about times they felt scared or unhappy, which helps the children to understand that people have different feelings. Children behave well and know to share and wait patiently for their turn.
- Staff identify when children would benefit from additional support promptly. They work closely with other professionals to meet the children's individual needs well. On occasion, the manager and staff do not provide consistent

support for some of these children and their families, to support the children to make more rapid progress.

- Children develop a broad vocabulary. For example, they learn what the front cover of a book is and explain that small means 'tiny' and 'little'. Children express themselves confidently and clearly. Staff support children's communication development effectively, such as by using gestures and visual aids and modelling language clearly.
- Children learn to identify hazards and how to manage risks for themselves. They recall that only adults should use sharp knives and demonstrate a good understanding of how to protect their fingers when using age-appropriate safety knives to slice fruit.
- Staff are very kind and gentle and respond to children's individual care needs sensitively and promptly. Children are extremely confident in their self-care. They use cutlery ably at mealtimes, take themselves to the toilet and put on and fasten their coat independently. Children show determination as they try to manage tasks for themselves but feel comfortable to approach staff for help when needed.
- Parents and grandparents speak very highly of the pre-school and staff team. They comment that staff care deeply about the children and share accurate and detailed information about their children's learning and good progress.
- The management team provides good support and coaching for all staff's professional development. Staff feel empowered to request training in areas they are interested in and are keen to develop their knowledge and skills further.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff prioritise children's safety and well-being at the pre-school. Management has updated staff's understanding of safeguarding successfully, including through undertaking additional training. The management team now checks staff's knowledge of safeguarding aspects routinely. All staff are confident to identify potential signs that may indicate a child is at risk. They understand how to raise concerns about children to those with safeguarding lead roles and to the appropriate agencies. The management team and staff carry out risk assessments effectively to keep children safe at the pre-school.

What does the setting need to do to improve?

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

- provide more targeted support for children who require additional help and to their families, to enable greater consistency in children's development and to help the children make more rapid progress
- develop the planning of the curriculum for literacy to provide additional

challenge for the older and most able children's early reading and writing skills.

Setting details

Unique reference number	106374
Local authority	Devon
Inspection number	10231198
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	21
Number of children on roll	31
Name of registered person	Southmead Preschool Committee
Registered person unique reference number	RP905030
Telephone number	01271 813511
Date of previous inspection	16 February 2022

Information about this early years setting

Southmead Pre-School registered in 1994. The setting is run by a committee from a classroom in the grounds of Southmead Primary School, in the village of Braunton, Devon. Sessions run from 9am to 3pm, each weekday, during term times. There are five members of staff who work with children, including the manager. All staff hold a relevant qualification to at least level 3, and one holds a relevant degree. The setting receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Madge

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The manager talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time and experiences at the pre-school.
- Staff spoke with the inspector to demonstrate their knowledge of policies, procedures and their responsibilities.
- The manager and the inspector carried out a joint observation together to reflect on the quality of teaching and learning.
- The inspector spoke to parents and grandparents and took into account their views of how well the setting cares for children.

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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