

Inspection of Abbotskerswell Pre School

Village Hall, Lakeland, Slade Lane, Newton Abbot, Devon TQ12 5YF

Inspection date: 29 June 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 Good

What is it like to attend this early years setting?

The provision is good

The manager and staff have a clear vision of what they want children to learn and achieve. Children enjoy a well-sequenced curriculum that builds on their skills and knowledge over time. Children are settled and happy. They show good levels of concentration in their chosen activities and enjoy playing alongside staff and their peers. Staff have established good relationships with the children. They are nurturing and support learning well. Children show high levels of confidence and independence. All children, including children with special educational needs and/or disabilities (SEND), benefit from rich, varied learning experiences that develop their curiosity. Children feel safe and seek staff out for comfort or assistance when needed.

Children enjoy a wide range of learning experiences. They enthusiastically play indoors and outdoors. They are eager to learn and they show resilience when faced with challenges in their play. It is clear that children feel valued. Their efforts are praised and encouraged, and their good behaviour is celebrated. Children who have recently joined the setting are well supported. Staff help them with building friendships and understanding the daily routines.

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

- Staff help children to gain good literacy skills. Children enjoy listening to stories, songs and rhymes. They enthusiastically interact with books, pointing out things of interest in illustrations and predicting what will happen next in a story.
- The manager oversees effective assessments of children's progress and ensures that staff introduce resources based on children's learning needs. Staff identify if there are any gaps in learning and are swift to seek support from outside agencies if a child is not making expected progress. They work effectively with parents and enable them to access the help needed to support their children to progress, such as speech and language support.
- Children listen well to staff and follow instructions. Staff understand that children sometimes struggle to manage their feelings and behaviour, and they support all children effectively with developing strategies for this. For example, if children are finding it difficult to share, staff play alongside the children, supporting and guiding them in sharing and taking turns.
- Children are supported to develop active lifestyles. They play outside daily and take part in weekly yoga sessions. They also enjoy using a range of equipment that supports their developing muscle control, balance and coordination.
- For the most part, staff support children's growing independence well. However, on occasions, they do not teach children to manage more of their own care needs effectively. For example, when children are playing outside, staff do not teach them strategies to protect themselves from the hot sun.

- Staff communicate with parents daily. They talk to parents at drop-off times and when they collect their children. These times are beneficial for building effective relationships between the pre-school and families. Staff share general information about the children's day.
- Staff support children to develop their mathematical skills. Children learn about shapes, numbers and capacity as they play. Children enjoy making numerals from play dough cutters and then correctly sequencing the numbers in order from one to 10.
- Staff support children to build on what they already know and can do. For example, children have been learning about caterpillars and know that they eat leaves. Children enjoy observing the caterpillars as they change. They animatedly describe the stripes and long hairs they can see on them. Staff encourage descriptive language and model it in their own descriptions of the creatures.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe and protect them from harm. They are aware of the signs and symptoms that may indicate a child is at risk of abuse. Staff understand the local reporting procedures should they have concerns about a child's welfare. There are effective recruitment and induction procedures for new staff to ensure that those who work with children are suitable.

What does the setting need to do to improve?

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

- develop teaching practices to best support children to manage more of their own care needs.

Setting details

Unique reference number	EY496439
Local authority	Devon
Inspection number	10298825
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	20
Number of children on roll	24
Name of registered person	Abbotskerswell Preschool CIC
Registered person unique reference number	RP535076
Telephone number	07464558181
Date of previous inspection	16 January 2018

Information about this early years setting

Abbotskerswell Pre School registered in 2015. It is located in Abbotskerswell village hall, Devon. The pre-school opens on Monday to Thursday, from 9am to 3pm, during term time only. There are six members of staff who work directly with children, all of whom hold appropriate qualifications at level 3 and above. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Shirley Evel

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 together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the interactions between staff and the children.
- Parents shared their views on the pre-school with the inspector.
- The manager and the inspector carried out a joint observation of a group activity.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Children spoke with the inspector during the inspection.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023