

Inspection of Chudleigh Knighton Pre-School

Paulines Place, Chudleigh Knighton, NEWTON ABBOT, Devon TQ13 0EY

Inspection date: 20 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 good

Children arrive very happy and eager to enter the pre-school. They show that they feel safe as they chat with staff while they walk up the path together. Children self-register on arrival and mark themselves present. They sing the days of the week and join in with action songs. Staff use hand signs with children to help to communicate with them. Children listen intently and follow instructions. Staff ask children to draw a circle on the floor with chalk. They sit in their circle and have a drink of water after their morning exercise. Children know the routines of the day. They respond positively to the kind and attentive staff.

There is an effective communication and language curriculum. Staff read the same storybook to the children for a week. This enables all children to hear and know the story. By the end of the week, children can retell the story, talk about the characters, and remember key events in the storyline. This develops their early literacy skills and helps them to learn and remember new vocabulary.

Parents comment that they are well informed of their children's progress. Staff share children's next steps in development with them regularly. This helps them to support their children's learning and development further at home.

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

- Children build on their physical development and learn new skills when outside. They strengthen their lower-body muscles. Children use their legs to propel themselves forward in the play cars and bicycles. They develop good core strength. For example, children proudly show that they can use the swing without needing to have a push.
- Children are curious about the natural world. After a deer runs through the field next door, children collect binoculars and a compass. They look through the lens and talk about where the deer may have gone and where it could be. Staff teach children about direction. They look at the compass and decide to walk 'north' together.
- Staff support children with special educational needs and/or disabilities (SEND) very well. The special educational needs coordinator works closely with parents and other professionals to help children to make progress. For example, she visits children with SEND at home before they start. This helps her to identify how best to support them and ease their transition into the setting.
- Children have positive attitudes to learning. They are kind and are learning to manage their emotions well. Staff show children how to overcome difficulty. For example, if a child struggles to share, staff model the words to help children find a solution together. Children follow the staff's lead, and this results in a positive outcome.

- Staff teach children independence skills very effectively. Children learn how to change out of their clothes if they get wet during play. They know how to dress themselves afterwards and where to place their wet clothes. Children know that they can ask for help if they need it. Children have high levels of self-esteem and take pride in their achievements.
- Children are highly motivated to play and experiment with cornflour, water and glitter. They mix and pour them together and enjoy watching the materials change. However, staff do not always play alongside children to offer challenge and develop their thinking further. For example, staff miss opportunities to question the children about what is happening to the materials and why.
- Children learn about the local community and where they live. They occasionally go on visits to a nearby church and village hall to sing songs. However, children do not always have the opportunity to learn about diversity. For example, staff do not routinely integrate learning about similarity and difference into children's play to better prepare them for life in modern Britain.
- Staff well-being is high. The committed and passionate manager ensures that staff receive training to improve their practice. For example, training on how to develop children's language and communication has improved children's expression and speech effectively.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of safeguarding procedures. They know how to escalate any concerns they may have about a child's welfare and which agencies to contact if required. Staff know the signs and symptoms of possible abuse or neglect. Following safeguarding training, staff know what to do in the event of an allegation being made against an adult working in the setting. Risk assessments are effective. Children go on regular nature walks and staff risk assess potential hazards and minimise these sufficiently.

What does the setting need to do to improve?

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

- provide more ways to offer children challenge in their learning, to develop their thinking further
- build on children's knowledge and understanding of similarity and difference so that they can learn more about diversity to better prepare them for life in modern Britain.

Setting details

Unique reference number	EY422549
Local authority	Devon
Inspection number	10305986
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	20
Name of registered person	Chudleigh Knighton Pre-School Ltd
Registered person unique reference number	RP901965
Telephone number	01626 859799
Date of previous inspection	12 November 2018

Information about this early years setting

Chudleigh Knighton Pre-School registered in 2011. The pre-school operates from a purpose-built building in the village of Chudleigh Knighton, near Newton Abbot in Devon. The pre-school is open on Monday and Friday from 9.30am to 3.30pm, and on Tuesday, Wednesday and Thursday from 8.30am to 3.30pm, during term time only. The pre-school receives funding for early years education for children aged two, three and four years. There are six members of staff, three of whom have relevant childcare qualifications at level 3, and one at level 2.

Information about this inspection

Inspector

Jemma Honey

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children communicated with the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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