

Inspection of Kingskerswell Playgroup and Nursery

The Parish Centre, Church End Road, Kingskerswell, NEWTON ABBOT, Devon TQ12 5LD

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 are warmly greeted as they enter the setting. Staff talk to parents and carers to discuss the child's well-being and progress frequently. There is a positive and respectful atmosphere among staff and children. Staff know the children well and children feel safe and secure with their key person, enabling them to settle at the setting quickly. Staff identify if a child may have additional needs from the outset and carefully work in partnership with families and external agencies to support the child to reach their full potential. All children make good progress in their learning and development.

The curriculum focuses on teaching children to develop their speech and language and personal, social and emotional skills. Staff skilfully model communication and language to help children to speak. Staff support children to learn to share and take turns as they make choices about the activities and resources they play with. For example, children take it in turns to name the animals while singing nursery rhymes.

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

- Leaders and staff have a clear curriculum that focuses on children's language, social skills and interests. They use children's next steps in learning to provide targeted support that prepares children well for moving on to school. For example, older children learn to recognise and write their name and they develop their physical skills, such as balancing.
- Parents speak very positively about the setting. They say they are well informed about their child's day and their overall progress via daily handovers and parent consultations. Parents comment that the staff are very supportive and flexible. Parents say that the setting is 'brilliant', and they would recommend it.
- Staff use stories and songs effectively throughout the setting. Children delight in singing rhymes and enthusiastically join in with the actions. Staff converse with children well during stories and engage in meaningful back-and-forth interactions. For example, children talk about their own pets and discuss the emotions of the characters in the story. However, some children lose focus and concentration, particularly if the session is too long. This does not enable children to develop their listening and attention as well as they could.
- Children benefit from a curriculum that encourages them to be physically active and to learn about the importance of a healthy lifestyle. Children grow fruit and vegetables with staff at the allotment and develop their physical capabilities while using the tools. Children develop their balance, coordination and control through whole-class exercise sessions such as yoga and accessing the climbing equipment.
- Generally, staff engage well with children. Children remain engrossed in their

learning for extended periods of time when it is a self-chosen activity. However, at times, staff do not always support the less confident children who need encouragement to join in with whole-group sessions. This does not enable them to develop their confidence and engagement as well as they could.

- The manager has a clear vision for high-quality and inclusive care. She is passionate about improving the setting and supporting staff to develop their skills and knowledge while ensuring their workload is manageable. The manager holds weekly planning meetings with the team and provides staff with frequent training to develop their subject knowledge. Staff report high levels of well-being and enjoyment in their role.
- Staff skilfully teach children how to count and learn mathematical concepts. For example, during interactions, staff discuss shapes, size and model counting. The manager and staff work in partnership with the local school to help children practise their mathematical knowledge. For example, they use the same resources to help children become familiar with them and develop their understanding of numbers.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their responsibility in recognising and reporting any concerns about a child's welfare. Safeguarding is given a high priority. Staff are vigilant to any concerns through regular discussions, monitoring of children and engaging in training to keep their knowledge up to date. The setting carefully manages risk to the children. Children learn how to keep themselves safe, for example when out in the sun and by learning how to cross the road safely.

What does the setting need to do to improve?

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

- promptly support less confident children to join in with activities to further their engagement and confidence
- support children to further develop their listening and attention during whole-group sessions.

Setting details

Unique reference number	EY219123
Local authority	Devon
Inspection number	10304927
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	29
Name of registered person	Kingskerswell Playgroup and Nursery Committee
Registered person unique reference number	RP907859
Telephone number	07562 342 884
Date of previous inspection	6 February 2018

Information about this early years setting

Kingskerswell Playgroup and Nursery opened in 1962. It operates from the parish centre on the edge of the village of Kingskerswell, Devon. It is managed by a voluntary committee. It is open during term time from 8.30am to 3pm on Monday, Tuesday, Wednesday and Friday. The setting receives funding for the provision of free early education for children aged two, three and four years. There are five members of staff, all of whom hold early years qualifications to at least levels 2 and 3.

Information about this inspection

Inspector

Leanne Galloway

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager gave the inspector a tour of the premises. She talked about children's learning and progress and how the curriculum is delivered.
- The inspector spoke to parents and carers to gain their views about the setting.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector and manager observed children during activities and completed a follow-up discussion about children's learning and development.

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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