

Inspection of Marldon Pre-School Playgroup

Marldon Village Hall, Village Road, Marldon, Paignton, Devon TQ3 1SJ

Inspection date: 9 January 2024

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 develop strong attachments with staff. They arrive happy and settle quickly as staff take time to greet them and help them to feel safe and secure. Staff know the children and their families very well. They use their knowledge of each child's development to target their teaching to the children's interests and individual learning needs. Staff focus on helping children to be confident and sociable and to develop good communication skills. Throughout the day, children listen to stories, join in with songs and to develop the language that they need to enable them to hold conversations and to share their views and ideas.

Children are confident at making their own choices about what they would like to play with, and they like to be involved in activities that staff provide. For instance, children crowd around to take part in craft activities where they use stamps and stickers to add to their drawings. Children enjoy painting their arms and hands to make prints and playing with the dough, using the scissors to snip and cut. This helps children to develop the muscles in their hands and arms to support their future learning.

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

- Partnerships with parents are strong and well developed. Staff take time to speak to parents and carers to find out about children's development and their experiences away from the setting. This helps them to build relationships with the children and their families. Parents say that the staff are friendly and welcoming and that their children are happy at the pre-school. Staff work with parents to support them with meeting children's changing needs, such as giving them advice and guidance on helping children with toilet training.
- The new manager and staff team work very well together to create a broad and sequenced curriculum, considering what children already know and can do. Staff target their teaching to children's needs and focus activities around their interests. Overall, children are motivated and keen to learn. However, at times some of the older children need more challenge to spark their curiosity and focus on learning further.
- The manager and staff monitor children's progress closely. They identify any gaps in children's learning and work in partnership with other professionals to implement strategies of intervention for children with delays in their learning or special educational needs and/or disabilities. The manager and staff use the information that they receive from other professionals to provide children with more targeted support, and they ensure that those in receipt of additional funding make good progress in their learning.
- Staff set clear boundaries and behavioural expectations so that children know what is expected of them. Staff help children to learn the rules. Children talk

about having listening ears and kind hands at the start of the day. However, at times, some staff are not consistent at implementing the rules during the day to help children to manage their feelings and behaviour appropriately. The manager recognises this and the team is taking part in training to learn how to help children with their personal, social and emotional skills, as they recognise that this is an area where some children struggle due to COVID-19.

- The manager and staff have a good understanding of their responsibilities to keep children safe. They know how to follow the setting's safeguarding policy and their training is up to date. Staff can recognise the signs and symptoms that would cause them to be concerned for a child's welfare, and they know how to record and report any concerns they have about any children or adults.
- Children enjoy having opportunities to be physical and to use the ride-on cars and bicycles. They chase each other and follow instructions as staff play games encouraging them to speed up and slow down.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide more challenge for the older children to help them to develop their focus and engagement further
- provide children with more consistent messages about how to manage their feelings and behaviour.

Setting details

Unique reference number	106172
Local authority	Devon
Inspection number	10324968
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	28
Number of children on roll	29
Name of registered person	Marldon Pre-School Playgroup Committee
Registered person unique reference number	RP517827
Telephone number	07392447781
Date of previous inspection	17 October 2018

Information about this early years setting

Marldon Pre-School Playgroup registered in 1992 and operates from Marldon Village Hall near Paignton, Devon. The pre-school is open Monday to Wednesday from 8.45am until 3.15pm, and Thursday and Friday from 8.45am until 1.15pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are four employed members of staff, including the manager. One member of staff has a qualification at level 6, two are qualified at level 3 and one holds a level two qualification.

Information about this inspection

Inspector

Victoria Nicolson

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.

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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