

Holbeton Pre-School Playgroup 1



Holbeton Village Hall, Brent Hill, Holbeton, Plymouth, Devon, PL8 1LX

Inspection date	10 March 2016
Previous inspection date	14 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children make good progress in their learning and development. Staff tailor the curriculum to build on what children already know and can do.
- Staff make particularly good use of the outdoor area and local environment to provide exciting and challenging activities that help children learn a great deal.
- Staff listen carefully to what children have to say. They encourage children to think and learn by asking relevant questions.
- Children's thoughts and ideas are valued by adults which means the children feel a part of the pre-school community.
- Staff work closely with parents to help children get the best from their time at pre-school. There is good communication about what children learn when at home and at pre-school.
- Children are happy and settled at the pre-school. They develop good relationships with staff and clearly enjoy the time they spend together.

It is not yet outstanding because:

- The pre-school has just implemented procedures to track the progress made by different groups of children. Leaders are beginning to use this information to help all children achieve their full potential.
- Planned systems for exchanging information with other providers have not yet been implemented so children who attend more than one early years setting do not always benefit from a joined-up approach to their learning.

What the setting needs to do to improve further

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

- make use of information gained from monitoring the progress of groups of children to further enhance their development
- implement strategies for exchanging information with other providers where children attend more than one early years setting.

Inspection activities

- The inspector spent time observing children at play indoors, in the outdoor play area and on a walk around the village.
- The inspector carried out a joint observation with the nursery manager.
- The inspector observed the quality of teaching and its impact on children's learning, both indoors and outside.
- The inspector spoke with children, parents and staff.
- The inspector met with leaders and managers and discussed how the nursery is run.
- The inspector looked at a range of documentation, including the setting's self-evaluation and improvement plan, policies and procedures, information about the educational programmes and staff records.

Inspector

Heather Morgan

Inspection findings

Effectiveness of the leadership and management is good

The committee and management team share a drive and ambition for all children to achieve their full potential. They regularly review and evaluate what they do and find ways to improve their practice. The views of parents, children and staff are taken into account and this has resulted in some recent positive changes. For example, the outdoor area has been improved to offer a wider range of activities and children regularly explore the local area to find out more about their local community. Staff access training that supports them in improving their practice. Following a recent course, staff all pay closer attention to ensuring they give the youngest children time to think and respond when they are asked questions in order to develop their skills further. Safeguarding is effective. Staff are clear about their responsibility to keep children safe and report any concerns to relevant external agencies.

Quality of teaching, learning and assessment is good

Staff have high expectations of what children can achieve and encourage them to try new experiences and work things out for themselves. They observe children as they play to gather information about what interests them. Staff then plan play opportunities that engage children well and encourage them to experiment and learn new skills. New systems for recording children's progress have been welcomed by parents and this has resulted in a more regular exchange of information. This helps the pre-school to celebrate and build on children's achievements at home as well as at pre-school. Accurate assessment of children's progress enables staff to quickly identify those who are not meeting expected targets. Staff take prompt action to help children catch up with their peers. This includes working with other professionals when children need additional help.

Personal development, behaviour and welfare are good

There is a strong focus on developing children's independence and self-confidence. This prepares them well for their transition to school. Children are proud of their achievements and use their skills to help others. For example, they enjoy being able to put on their coats and wellington boots. Once they have mastered these skills, they take pride in helping younger children who are still learning. Children develop a good awareness of how to keep themselves safe. They regularly play outdoors, walk safely to different facilities within the village and visit the local beach. They learn to listen out for cars and know not to touch unknown plants that might be poisonous. Children clearly love taking part in the wide range of activities on offer. They often work co-operatively to complete tasks and are good at sharing and taking turns.

Outcomes for children are good

Children are enthusiastic and inquisitive learners. They learn a lot about nature and the local community. For example, they asked lots of questions to find out what the workman was doing outside the pre-school gate. They were able to identify some of the flowers and plants they saw while walking to the park. They have great confidence, instigating new projects and suggesting they put on a performance to celebrate Mothering Sunday.

Setting details

Unique reference number	106129
Local authority	Devon
Inspection number	1035754
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	26
Number of children on roll	15
Name of provider	Holbeton Pre-school Playgroup Committee
Date of previous inspection	14 October 2015
Telephone number	01752 830505

Holbeton Pre-School Playgroup has been operating for over 40 years and was registered in 1993. The group is run by a committee of parents and volunteers. It operates from two rooms within the village hall in Holbeton, Devon. The pre-school receives funding to provide free education for two-, three- and four- year olds. Sessions run from 8.45am to 12.45pm on Mondays and Fridays, and from 8.45am to 3.15pm on Tuesdays to Wednesdays, during school term time only. The Monday and Friday sessions are offered as Beach and Forest School activities. There are five adults working directly with the children, three of whom hold a relevant early years qualification at level 3, one is a qualified teacher and the other is working towards early years qualified teacher status.

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