

Teignmouth Pre-School

Richard Newton Hall, Higher Buckeridge Road, Teignmouth, Devon, TQ14 8QP



Inspection date

2 July 2018

Previous inspection date

3 February 2015

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is not consistently good. The manager does not ensure that staff target activities at the right level and interact well with children in their play to keep children involved and interested. Children do not make the progress of which they are capable.
- The manager does not ensure that staff provide activities and experiences that consistently engage children and provide sufficient challenge, especially to promote their physical development effectively.
- Although staff supervise children well, they do not consistently use age-appropriate strategies to help children develop an understanding of boundaries. Not all children learn to manage their feelings and develop positive relationships with others.
- The self-evaluation process is not rigorous enough to accurately identify areas where there are weaknesses in practice and improvements are needed.

It has the following strengths

- Overall, the staff team creates a welcoming, inviting play environment each day with a varied range of resources.
- Staff are caring and attentive, and form good relationships with children and families. Children settle quickly and staff get to know them well.
- Positive partnerships with local schools help children to move on to the next stage in their education. Children become familiar with the school environment and staff.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

| | Due Date |
|---|-----------------|
| <ul style="list-style-type: none"> ■ improve the quality of teaching to ensure that staff target their interactions and activities at the right level to provide the necessary support to help children make good progress in all areas of learning | 10/08/2018 |
| <ul style="list-style-type: none"> ■ improve the range of activities and experiences to interest and engage children, and provide sufficient challenge to support their physical development effectively | 10/08/2018 |
| <ul style="list-style-type: none"> ■ ensure staff provide a consistent approach to supporting all children's understanding of acceptable boundaries, and develop effective strategies to help children manage their feelings and promote positive behaviour. | 10/08/2018 |

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

- improve the process of self-evaluation to more accurately identify weaknesses in practice and areas for improvement, and take action to address them.

Inspection activities

- The inspector observed the quality of teaching during activities and routines.
- The inspector carried out a joint observation with the manager and discussed children's learning.
- The inspector held a meeting with the manager and discussed the pre-school's self-evaluation.
- The inspector talked to children, parents and staff, and took account of their views.
- The inspector looked at a range of documents, including children's records.

Inspector

Margaret Baird

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff know the signs that might lead to a concern about a child's welfare. They are clear about local safeguarding procedures. The manager follows safe recruitment and vetting procedures to check staff suitability. Although she is developing appropriate systems for supervising staff and supporting their professional development, recent changes in staffing mean that this is not fully effective. The manager and staff are reflective and review their practice. However, there is insufficient focus on improving the quality of teaching through effective self-evaluation to ensure all children make good progress in their learning. The manager tracks children's learning to address any gaps in their development. She uses funding and liaises with other professionals effectively to provide appropriate support when it is necessary.

Quality of teaching, learning and assessment requires improvement

Staff assess children's levels of development appropriately and plan activities that focus on children's next steps. They share this information with parents and keep them informed about children's achievements. Staff organise a mixture of child-led activities and adult-guided groups. However, they do not make the most of these opportunities to fully support children's individual needs and learning priorities. Staff do not always challenge children during the activities to interest, engage and extend their learning and progress. Some children become disinterested and distract others, and their behaviour deteriorates. Overall, staff interact positively with children to promote their language development. However, they do not consistently encourage children to listen to each other and communicate effectively with others.

Personal development, behaviour and welfare require improvement

Staff are good role models and treat children with kindness and consideration. However, they do not regularly reinforce and encourage positive behaviour towards others, for example by anticipating and addressing potential conflicts between children successfully. Staff provide some opportunities for children to develop independence and self-esteem. For example, they encourage some children to help prepare snacks and work out if there are enough spaces at the table. However, they do not consistently ensure all children take responsibility for helping to tidy away resources, for example. Children learn about the importance of adopting a healthy lifestyle. They follow good hygiene routines and enjoy fresh air each day. However, there are fewer opportunities for children to engage in energetic play that interests and challenges them, to develop their physical skills fully.

Outcomes for children require improvement

Children enjoy their time at the pre-school but do not make the best possible progress in their learning. They are enthusiastic to explore creative resources in order to express their own ideas. However, they do not always receive the support they need from staff to engage and challenge them well enough and fully prepare them for the next stage in their learning, for example, to support their early literacy skills and good behaviour.

Setting details

| | |
|--|------------------------------|
| Unique reference number | EY287067 |
| Local authority | Devon |
| Inspection number | 1091999 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 19 |
| Name of registered person | Pre-School Learning Alliance |
| Registered person unique reference number | RP900844 |
| Date of previous inspection | 3 February 2015 |
| Telephone number | 01626 776831 |

Teignmouth Pre-school registered in 2004 and is managed by the Pre-school Learning Alliance. It operates during term time only. Sessions run from 9am to midday on Mondays, Tuesdays, and Thursdays. The afternoon sessions are from midday to 3pm with an optional lunch time session. The pre-school receives free early years education funding for two-, three- and four-year-old children. Four members of staff work with the children; all have appropriate early years qualifications.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, 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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

