

# Inspection of Newton Abbot Preschool

The Green Rooms, Fisher Road, NEWTON ABBOT TQ12 2NB

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Inspection date: 15 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy at this friendly pre-school. They arrive eager to see their friends and settle in to playing immediately. Kind and caring staff support the children and know them very well. Staff have high expectations of children's behaviour. They include children in the planning of activities and allow them plenty of time to explore the wide variety of resources. Children show a love of learning. For instance, they excitedly create music alongside staff, using shakers and bells. Managers have put in place a coherent curriculum through the use of termly themes that build on what children need to know next. The curriculum is ambitious for all children.

Children delight as they play in the exciting outdoor area. They show their determination as they develop their physical skills on climbing frames and ride-on toys. They recall previous learning, for example, by pretending to be palaeontologists as they excavate toy dinosaurs in the mud kitchen. Children learn about growth and how to keep themselves healthy. They plant different types of vegetables, such as peas, which they then pick to eat at lunchtime. They remember what plants need, in order to grow. They find watering cans and carefully water the plants.

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

- Children are confident. They independently select resources to play with and are inquisitive about the world around them. For example, they use plastic magnifying viewers to look closely at insects that they find. They enjoy the one-to-one attention of staff, who talk to children about what they can see and help them to develop their ideas.
- There is an effective key-person system. Staff identify children's next steps and provide activities that support them to make good progress. The manager has carefully considered the potential impact of recent changes in staff. She has ensured that there is a good level of continuity of care, enabling children to feel settled. Staff and children kindly welcome new people into the pre-school.
- Staff offer a good level of support to children and families who speak English as an additional language (EAL). They are proactive in finding ways to communicate with parents who have children with EAL, for example, through the use of translation apps. They display key words for children in both their home language and in English. However, staff are not always confident in supporting children to use and be understood in their home language, which would help them feel even more included.
- Children with special educational needs and/or disabilities (SEND) make good progress from their starting points. Staff are knowledgeable and recognise when a child needs extra support. They complete timely referrals to outside agencies

to help children get the appropriate support and work alongside a local special needs school to improve staff training in SEND. The manager has forged good links with local schools. There are enhanced transition procedures in place for those children who need it. For example, pre-school staff attend additional settling-in sessions at children's new school with them.

- Staff provide good opportunities for children to learn in a variety of different ways. For example, children sit together at the start of the day to learn in a larger group. Staff sing with the children and have discussions about prior learning. However, staff do not always provide enough interaction with them in these sessions, which can lead to children becoming bored and starting to move around.
- Staff work in partnership with parents. They regularly invite parents into the pre-school to take part in their children's learning. For example, parents took part in a recent visit from a specialist reptile and small-animal keeper. Parents are very happy with the pre-school. They praise the manager and her deputy, especially for the additional help they provide children with SEND.
- Trustees are incredibly supportive of the staff. They are very active in the nursery, for example, they volunteer their time to help support children with their learning and provide help with the upkeep of the outdoor area. They offer advice to the manager and help to ensure that staff well-being remains high.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand the signs and symptoms of abuse. There are systems in place for recording and monitoring potential concerns, in order to keep children safe. Staff and trustees understand the pre-school's whistle-blowing policy and are confident in knowing who to contact if an allegation is made about a member of staff. Staff are vigilant at all times, including ensuring that all children are present when entering and leaving the outdoor area. Staff talk to the children about the importance of sun safety. They encourage children to wear sun hats, drink plenty of water and apply sun cream, if required.

## **What does the setting need to do to improve?**

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

- develop further staff's ability and confidence to support children who are learning to speak English as an additional language
- strengthen the planning of larger-group activities to ensure that children remain engaged and on task at all times.

## Setting details

<b>Unique reference number</b>	2637488
<b>Local authority</b>	Devon
<b>Inspection number</b>	10291747
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Newton Abbot Preschool
<b>Registered person unique reference number</b>	2637487
<b>Telephone number</b>	07971708024
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Newton Abbot Preschool registered in June 2021. The pre-school employs three members of childcare staff, all of whom hold an early years qualification at level 3. The pre-school opens from Monday to Thursday, term-time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Leanne Edge

## 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 showed the inspector the premises and talked to the inspector about the curriculum and what she wants the children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector a range of key documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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