

Aveton Gifford Pre-School

Pre-School Building, Off Pulleys Close, Kingsbridge, Devon, TQ7 4LB



Inspection date	2 December 2015
Previous inspection date	28 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff establish warm, close and attentive relationships with the children. The quality of teaching is good overall, and children progress well in their learning.
- Staff liaise well with other professionals to meet children's development and learning needs effectively and consistently.
- Children receive good support to learn to behave well. For instance, staff give clear guidance, praise and encouragement. Children learn about rules, are cooperative and have high levels of self-esteem and confidence.
- Staff are knowledgeable about child protection procedures and place emphasis on safety in the environment and while on outings. They know what to do should they have any concerns about a child.
- The manager and staff use effective self-evaluation to celebrate their strengths and identify areas for development.
- Children enjoy a stimulating environment. They make choices and learn about the world around them as they explore and experiment.

It is not yet outstanding because:

- The staff do not always make the most of opportunities to encourage children to be independent and manage their personal needs.
- Newly introduced arrangements to share information with parents are generally successful but are not always being used as well as possible by all staff.

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What the setting needs to do to improve further

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

- strengthen the monitoring of teaching to offer more consistency in promoting children's independence during daily routines
- develop further the arrangements to involve parents in their child's learning.

Inspection activities

- The inspector observed activities and the impact of teaching on children's learning, inside and outside.
- The inspector looked at children's assessment records, and staff and planning records, as well as a sample of documentation relating to children's welfare.
- The inspector held meetings with the manager at appropriate times and carried out a joint observation.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector took account of the views of parents and of the provider's self-evaluation.

Inspector

Dawn Biggers

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Inspection findings**Effectiveness of the leadership and management is good**

Safeguarding is effective and recruitment procedures are robust. The staff team make good use of their qualifications and work enthusiastically together. The leadership and management of the pre-school is good, overall. Although the promotion of children's independence is not fully consistent, the manager helps staff to identify and narrow gaps in children's learning. Staff receive good support to progress in their professional development. For example, team working and communication are very effective and staff attend regular training. In addition, staff observe their colleagues to share strong practices and engage in early years initiatives to improve the quality of teaching and learning.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of how children learn and effectively track children's progress to plan for their next steps in learning. They promote children's communication and language skills well. For example, children engage enthusiastically in games and guess words as staff use props and sounds. Children have fun as they listen to stories and repeat familiar phrases. Staff give good support to all the children to support their individual needs and levels of concentration. Children demonstrate good mathematical skills, such as participating in number rhymes and counting activities. Children use their imagination well, acting out characters and engaging in theme days by dressing up. There is a clear focus on supporting their early writing skills. For example, children write shopping lists and access tools such as scissors, pencils and glue sticks to make various arts and crafts.

Personal development, behaviour and welfare are good

The environment is well planned and organised so that children are able to easily access resources. For example, when they are tired they are able to curl up on cushions in the quiet room. Children enjoy regular outdoor play. They have a good range of opportunities to be physically active and to learn about living and growing things. Staff teach children about keeping safe, for example, they reinforce rules for using the slide safely. They talk to children about safety, including how to cross roads, and provide high-visibility jackets. Staff also help children to learn how to keep healthy, for example, children enjoy nutritious snacks.

Outcomes for children are good

Staff build on children's existing skills and knowledge and prepare them well for school and their next stage in learning. Children make good progress and gain confidence to speak and interact in groups.

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Setting details

Unique reference number	EY423152
Local authority	Devon
Inspection number	838808
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	20
Name of provider	Aveton Gifford Pre School Committee
Date of previous inspection	28 June 2011
Telephone number	01548550524

Aveton Gifford Pre-School registered in 1990. It operates from Aveton Gifford, Devon. The pre-school operates from Tuesday to Friday from 9am to 12 noon and from 1pm to 3.30pm. A lunch club operates between 12 noon to 1pm. A breakfast club is available on demand, and a holiday club runs during the school holiday depending on demand. The pre-school is in receipt of funding to provide free early education for children aged two, three and four. There are four members of staff, all of whom hold appropriate early years qualifications from level 3 to level 6.

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