

# Inspection of Toad Hall Pre-School

St Gabriels Church Hall, Hyde Park Road, Plymouth, Devon PL3 4JN

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Inspection date: 6 April 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children show excitement when they attend this pre-school and settle immediately. Friendly and nurturing staff greet children warmly and listen to their experiences from home. Children feel exceptionally safe and secure. They enjoy close interactions with staff, such as cuddles and responsive conversations.

Children behave exceptionally well. They are respectful to adults, peers and the environment. Children demonstrate highly positive attitudes to learning and show an eagerness to join in with all activities. They are extremely motivated and display high levels of curiosity. Children use specific dolls during circle time to help them talk about their feelings and those of others. They are very independent and plan which activities they will play with. Afterwards, they hang pictures below their laminated name of the activities they have engaged with. At circle time, children talk about what they have learned.

Staff know children well and plan activities that all children will enjoy and achieve in, including those with special educational needs and/or disabilities. For instance, children retell familiar stories and act out narratives using related props to support their language skills effectively. In the 'discovery area', children use plastic knives and forks to cut up dough. This helps to prepare them with the necessary physical and independence skills before moving on to school. Children make good progress in their learning.

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

- Children develop a good understanding of mathematics. Staff encourage them to count buttons to represent 'chocolate chips' and place them onto laminated cookie pictures. Children learn to use one number name for each button and match the quantity to the number correctly.
- Partnerships with parents are effective. Parents comment that their children enjoy coming to the pre-school and know how to support their learning at home. For example, children can borrow books from the pre-school to share at home to support their early reading skills.
- Staff plan specific group times where children can learn new knowledge with their key person. Children learn about healthy and not-so healthy foods. Staff talk to them about how lots of sugar can make them feel tired and result in a lack of energy. They encourage children to drink lots of water to prevent dehydration. Children learn about oral health and practise brushing plastic teeth on a mouth replica.
- Children enjoy engaging in the wide range of activities. They pretend to bake cupcakes in the role-play bakery. Children use recipe books to look at the ingredients and decide how long to 'bake' these for. Outside, children teach staff

how to hula-hoop. However, staff teaching does not consistently meet children's individual needs, particularly during free play, to help them make even more progress in their learning.

- Overall, children have good opportunities to be physically active. They can play outdoors and use the large climbing apparatus indoors. Although staff plan some group physical activities indoors, children spend considerable amounts of time sitting down completing adult-led activities. As a result, children sometimes lose engagement and concentration in their learning.
- The special educational needs coordinator devises clear strategies alongside the key person to ensure children receive effective support. They liaise closely with other professionals to provide the best support available for all children. Regular meetings with parents and external agencies ensure a consistent two-way flow of information.
- Children learn about letter sounds during activities. At group times, children pass around a small beanbag and identify which items they can see and the initial sound it makes, such as 'w' for 'waffle' and 'Wednesday'. During free play, children form letters in coloured rice and identify their names during self-registration. This helps to support their literacy skills.
- The manager and staff attend regular training to keep their knowledge updated so that it benefits children. Recent training around communication has enabled staff to provide children with specific interaction programmes to encourage their language development.
- Children have high levels of confidence. Staff have implemented 'wow' certificates for parents to complete at home. Children bring these into the pre-school to share with staff and peers alike and talk about their achievements.

## **Safeguarding**

The arrangements for safeguarding are effective.

The premises are secure. Entrances and exits remain locked during the hours of operation to ensure children's safety. The pre-school has good links with the local police patrol officer who occasionally comes in to meet the children. The manager and staff have a good understanding of child protection and can identify when a child may be at risk of harm. They are confident in the procedures to take should they have any concerns about the children in their care. All staff hold valid paediatric first-aid certificates to enable them to carry out medical treatment where necessary.

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

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

- ensure staff teaching meets children's individual next steps, particularly during free play and when outdoors, to help children make even more progress in their

learning

- adapt routines so children have more time to be actively engaged in learning.

## Setting details

<b>Unique reference number</b>	117243
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10125939
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Toadhall Pre-School Committee
<b>Registered person unique reference number</b>	RP517720
<b>Telephone number</b>	01752 225102 or 0771 2263412
<b>Date of previous inspection</b>	19 June 2015

## Information about this early years setting

Toad Hall Pre-School registered in 1997. The pre-school opens Monday to Friday. Morning sessions operate between 9.10am to 11.40am and the lunch club from 11.40am to 12.40pm. Afternoon sessions start at 12.40pm until 3.10pm, during term time only. The pre-school receives free early education funding for children aged three and four years. There are 11 staff employed to work with the children, all of whom hold early years qualifications between level 3 and level 6.

## Information about this inspection

### Inspector

Joanne Steward

## Inspection activities

- This was the first routine inspection the pre-school 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 and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the pre-school.
- The inspector spoke to the nominated individual about her role in the pre-school. The inspector also spoke to parents to gain their views of the pre-school.
- The manager and the inspector carried out a joint observation together.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.

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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