

# Inspection of Chudleigh Preschool

Chudleigh Town Hall, Market Way, Chudleigh, Newton Abbot TQ13 0HL

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Inspection date: 26 February 2025

<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 make good friendships at this welcoming setting. They arrive ready to play and confidently find their favourite toys. Staff are attentive to children's needs and ensure they are well cared for throughout the day. They develop warm and responsive relationships with children. Leaders ensure there is an effective key-person system in place. Staff know the children in their care well and provide challenging activities that help build on what they already know and prepare them for the next steps in their early years education.

Children have great fun playing alongside the staff and their friends. They enthusiastically take part in new and familiar games. For instance, they eagerly play 'What's the time, Mr Wolf?' in the outdoor area. They giggle with delight as they call out different times and diligently count as they take their steps forward. Staff support children well to take turns as they play.

Staff provide an inclusive environment for children to learn in. They allow children to take part in activities at their own pace and gently encourage them to join in when they are ready. Children learn how to look after the pre-school environment. Staff help them to learn the importance of tidying away toys, and in return, children are very keen to be helpful. Children demonstrate a good sense of right and wrong and learn how to regulate their emotions.

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

- Leaders have developed a rich curriculum designed to meet the needs of the children in the setting. Staff have high expectations of what children can achieve and regularly extend their learning through their discussions with children. They work closely with their key children, including as part of daily focused groups designed to help children meet their next steps.
- Staff promote a love of reading and stories with children. Children delight as staff read stories to them and enthusiastically join in with repeated sections and rhyming words. Staff encourage them to make simple predictions about what will happen next in a story and deliberately make mistakes to check children's understanding.
- Staff use imaginative play particularly well to help children learn. They take part in high-quality interactions with children, which helps them to develop their ideas further. Children demonstrate good communication skills and apply their mathematical skills well as part of their imaginative play. For example, children demonstrate their good understanding of quantities, shapes and money as they pretend to make and sell pizzas in a restaurant.
- Children develop good levels of independence. Staff have shared expectations of what children can do for themselves and set up the pre-school environment to

aid this. For instance, children of all ages confidently find their water bottles at the drinking station when they are thirsty. Staff try to make learning fun, including singing songs to support children to learn to wash their hands effectively.

- Overall, staff support children well within the pre-school. However, on occasion, staff do not intervene quickly enough when children find it hard to join in activities to offer them additional support. At these times, children can wander off from a group activity and not be purposefully engaged.
- Children generally develop a good understanding of routines and what is expected of them throughout the day. They respond quickly to staff's instructions and are keen to follow the simple behaviour 'rules' in place. However, staff do not always manage transitions from one activity to the next smoothly, which can leave children with little to do. For instance, staff leave children waiting for too long for their food at snack time.
- Leaders are thoughtful and regularly assess the effectiveness of their provision. They have put in place an effective induction process for new members of staff and undertake regular observations and supervisions for all staff. Leaders monitor staff development closely and provide regular training opportunities. For instance, some staff have recently undertaken additional training in supporting children with special educational needs and/or disabilities (SEND).
- Parents are very happy with the level of care provided by the setting. They speak highly of how staff have identified and supported any additional needs their children have. Staff communicate well with parents and ensure they are aware of their children's progress and next steps.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- provide children with the support they need when they find it difficult to join in an activity to enable them to remain purposefully engaged
- manage transitions from one activity to the next more effectively to ensure children are not left waiting for too long for the next activity to start.

## Setting details

<b>Unique reference number</b>	2766964
<b>Local authority</b>	Devon
<b>Inspection number</b>	10383815
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Roseway, Zoe-Ann
<b>Registered person unique reference number</b>	2766963
<b>Telephone number</b>	
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Chudleigh Preschool registered in 2023 and is situated in Chudleigh, Devon. It is open Monday to Friday, from 8am to 6pm, for 46 weeks of the year. There are five members of staff. Of these, two hold relevant qualifications at level 5, one holds a relevant qualification at level 3 and two are unqualified. The setting offers government funded places for childcare.

## Information about this inspection

### Inspector

Leanne Edge

## Inspection activities

- The manager showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector joined the manager on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at the pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with SEND.
- 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 of a communication and language activity.
- Parents and grandparents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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