

# Furrough Cross Pre-School

**Unique reference number (URN):** EY474814

**Address:** Furrough Cross Church, Babbacombe Road, Torquay, TQ1 3SB

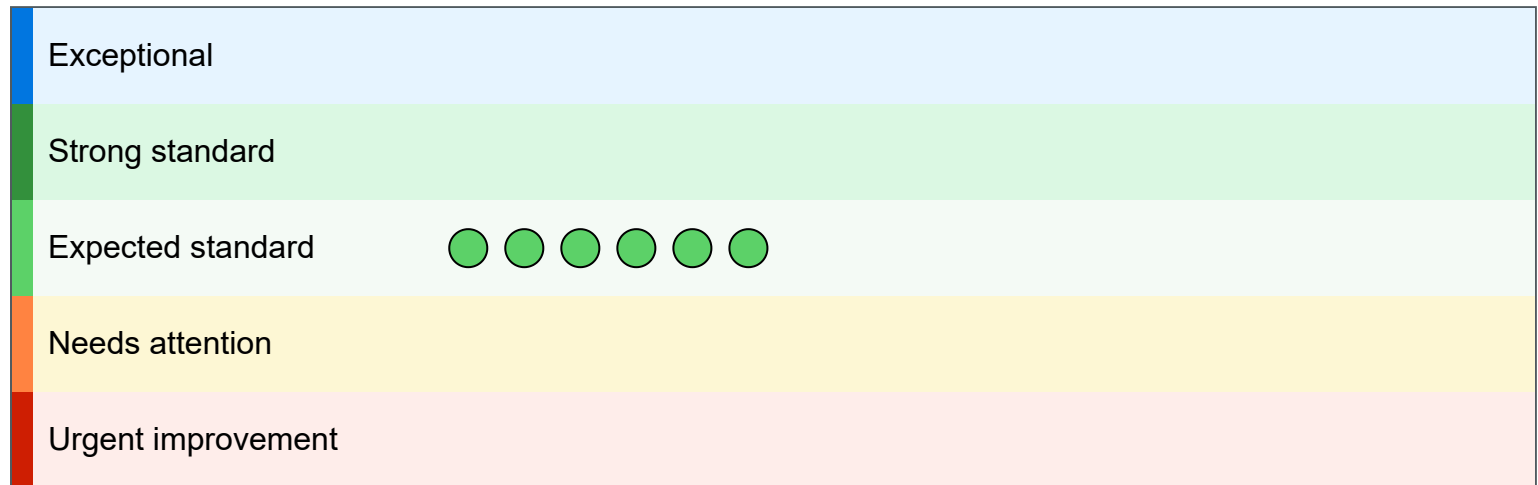
**Type:** Childcare on non-domestic premises

**Registered with Ofsted:** 09/04/2014

**Registers:** EYR, CCR

**Registered person:** Close, Ann Wallace

## Inspection report: 24 November 2025



### Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

## How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Achievement

Expected standard 

Typically, children make progress across the curriculum, particularly in communication and language. They confidently share their ideas with staff and peers. For example, after listening to the story of Christmas, children explain how they carefully glue shredded paper onto their paper 'manger' to represent hay for the baby Jesus. Children also talk about Mary and Joseph and show an increasing understanding of story structure. Gaps in all children's learning are steadily closing, in particular for children with special educational needs and/or disabilities, who can participate fully and achieve success at their own level.

Children develop independence in preparation for school. They select equipment thoughtfully and use it with increasing dexterity. Children demonstrate perseverance and concentration, for example, when colouring carefully within the lines. Their social communication is evident as they politely ask friends for different coloured pens. Children respond positively to praise, showing pride in their achievements.

Children enjoy play and learning outdoors. They practise throwing and catching skills with balls. Children enjoy learning how to roll and spin plastic hoops and how to make marks with chalk.

### Behaviour, attitudes and establishing routines

Expected standard 

Leaders work effectively with families. They ensure that children attend the sessions, which promote their development and help them to establish the kind of routines that prepare children for school. Staff make reasonable adjustments, where needed, to support all children's attendance, while maintaining expectations that take account of each child's developmental stage and needs. For instance, during tidy-up time, staff support younger children to place toys away, while older children organise resources more independently and remind their peers of the routine. This ensures all children can participate meaningfully.

Children behave well. In the main, they quickly learn to follow instructions and understand the expectations of the setting. Staff tailor behavioural expectations to reflect children's age and stage of development, enabling all children to succeed. For example, younger children are gently supported to use their 'listening ears' during story time, while older children are encouraged to take greater responsibility for leading and modelling positive behaviour.

Children enjoy the company of their peers and engage in cooperative play, such as making shapes in the sand to create sea creatures. Staff scaffold these interactions so that sharing and turn-taking are achievable for children at different developmental stages. Children relate well to the staff who care for them.

## **Children's welfare and wellbeing**

**Expected standard** 

Typically, care practices are effective. Staff ensure they meet children's personal needs and support their understanding of these routines. For example, when it is time for a nappy change, they show younger children their clean nappy so they know what is happening next. Children who need a nap rest in a comfortable space, where staff frequently check on them. When they wake, staff offer a cuddle until they are ready to play.

Children relate well to the staff. They spontaneously seek comfort and are reassured by them. Staff's sensitive responses help them to form secure attachments. Staff help children to manage their emotions. They provide additional support, such as visual aids, for children with special educational needs and/or disabilities. For example, they provide a communication board and support children to use this to express how they are feeling.

Children enjoy group dance sessions, helping to strengthen their coordination, balance and large-muscle skills. Staff provide close supervision to promote spatial awareness and children's understanding of personal safety. They teach children about the benefits of healthy snacks and provide parents with information about a balanced diet. Children taste different fruit, showing a particular favourite of watermelon. Staff find out about children's access to dental treatment to help promote oral health. They signpost families to local dentists if needed.

## **Curriculum and teaching**

**Expected standard** 

Overall, the curriculum is of high quality and supports all children to make expected progress in their learning and development. Leaders have an understanding of the design and implementation of the curriculum. They know where to make improvements. For example, after liaising with local schools, leaders are supporting improvement in some aspects of physical development, particularly to enhance children's small-muscle development and hand strength.

Typically, staff deliver the curriculum well for all children. They read stories to support children's communication and early interest in reading. During singing time, staff make effective use of props that support children's engagement, listening and attention for short periods. They generally promote many aspects of the curriculum for mathematics well. For example, staff use their fingers to show children how to represent numerals. However, at times, they do not extend children's mathematical knowledge to further their understanding around numbers and shapes.

Overall, staff use their assessments effectively to help them identify children's next steps in learning and respond to these. This includes providing additional support, where needed, to ensure all children have access to their educational entitlement. However, during free-play

sessions in particular, staff do not consistently differentiate their teaching to help extend all children's learning, to help them consistently achieve as much as they can.

## **Inclusion**

**Expected standard** 

Leaders play a vital role in ensuring inclusive practice across the setting, creating an environment where every child feels valued and supported. They make effective use of available funding. For example, leaders employ additional staff to provide one-to-one support for children with specific needs and help them access the learning opportunities on offer. Staff also make thoughtful adjustments to the physical environment. For instance, they typically rearrange furniture, adapt resources or use visual aids, so that the space is accessible and welcoming for all children, including those with mobility or sensory needs.

Leaders carefully monitor children's development and progress, working closely with external professionals, such as speech and language therapists and health visitors. This collaborative approach ensures that children receive timely interventions and the right level of support. Staff then implement agreed strategies and share these with parents, fostering effective partnerships between home and the setting. In addition, staff attend training that enhances their skills and knowledge. For instance, they learn to use sign language, which enables them to support children's communication more effectively. This helps to support children's confidence, independence and overall expected developmental progress.

## **Leadership and governance**

**Expected standard** 

Overall, leaders have an accurate view of the quality of their provision for children. They know the strengths of their provision and identify priorities for improvement. Leaders have implemented effective strategies to address these. For instance, they have planned their curriculum to provide more opportunities to support the development of children's hand-eye coordination, such as colouring, gluing, chalking and mark making. This also helps to strengthen their hand muscles in preparation for future learning. Leaders ensure that the provision is mostly well adapted to meet the needs of all children who attend.

Leaders celebrate their partnerships with parents and the consistent two-way approach in supporting children's development. Parents report how much their children enjoy attending and value the nurturing adults who work with them. They comment on the effective strategies that help children settle quickly and which support learning at home, such as sharing books. Parents say staff meet their child's needs well and that they value the information shared, such as about the curriculum and what children are learning.

Staff have high levels of wellbeing and morale. Leaders are supportive and provide opportunities for staff to develop their skills and knowledge, such as undertaking new qualifications. This has enabled them to provide children with more sensory and outdoor experiences that benefit their welfare and development.

## ✔ **Compulsory Childcare Register requirements**

This setting has met the requirements of the compulsory part of the Childcare Register.

### **How we check if a provider meets the requirements of the Compulsory Childcare Register**

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
  - Not met
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## **What it's like to be a child at this setting**

Children confidently enter the pre-school, where they are welcomed by friendly staff. They independently look for their name on the coat pegs, recognising the letters that are familiar to them. Children hang up their belongings and join their friends to play. They settle quickly and feel safe. Children have formed positive relationships with staff and their peers. In the main, they play cooperatively, enjoy learning and feel included. Staff ask children for their opinions, which helps children feel listened to.

Typically, children gain the knowledge and skills expected. All children are helped to make progress from their starting points. This includes children who need additional support, and who enjoy participating in the mostly well-planned curriculum. Staff play games with children, which help them forge friendships and develop their social skills. Additionally, staff help children to focus their attention and develop their listening skills. For instance, they help children to play, 'What's in the Bucket?' and to identify specific items. Children anticipate which item staff will take out of the bucket next. They remain engaged and excitedly wait for their turn.

Staff value children's uniqueness and invite families into the setting to share their home background and to help broaden all children's experiences. For instance, children learn about different communities, types of cultural dress and jewellery. Staff take children to visit places of interest within the area. They take trips on the cable railway down to the beach, ride on the bus and visit local cafes. This helps them to understand about the community they live in.

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## Next steps

- Leaders should support staff to extend children's mathematical knowledge and further their understanding around numbers and shapes.
  - Leaders should support staff to differentiate teaching during free-play activities, to help build on what children already know and can do.
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## About this inspection

The inspector spoke with leaders, staff, children and parents during the inspection.

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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### Inspector:

Joanne Steward

## About this setting

**Unique reference number (URN):** EY474814

### Address:

Furrough Cross Church  
Babbacombe Road  
Torquay  
TQ1 3SB

**Type:** Childcare on non-domestic premises

**Registration date:** 09/04/2014

**Registered person:** Close, Ann Wallace


**Register(s):** EYR, CCR

**Operating hours:** Monday, Tuesday, Wednesday, Thursday, Friday : 09:00 - 15:00

**Local authority:** Torbay

# Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 24 November 2025

## Children numbers

Age range of children at the time of inspection

**2 to 4**

Total number of places

**29**

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## Our grades explained

**Exceptional** 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

**Strong standard** 

The setting reaches a strong standard. Leaders are working above the standard expected of them.

**Expected standard** 

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

**Needs attention** 

The expected standards are not met but leaders are likely able to make the necessary improvements.

**Urgent improvement** 

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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