

Stoke Canon Church of England Primary School

Pre - School



Stoke Canon Primary School, Stoke Canon, EXETER, EX5 4AS

Inspection date	11 February 2015
Previous inspection date	21 April 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff establish warm and respectful relationships with children. They interact well with them, offer frequent praise and listen to children's comments. As a result, children develop confidence and good social skills to form strong friendships with each other.
- The manager conducts regular supervision meetings with staff to support their continuous professional development, including identifying their training needs. Consequently, staff have a good knowledge of how to meet children's individual learning needs.
- Staff provide a safe and secure environment for children; they regularly check for any hazards and have a secure understanding of procedures for seeking advice if they have concerns regarding children's welfare.
- Partnerships with parents are effective in sharing children's achievements, to extend children's learning at home and in the pre-school.
- Staff implement good strategies to support children who speak English as an additional language, which successfully develops their communication and language.

It is not yet outstanding because:

- Staff do not allow children to finish their play in their own way before they are asked to help tidy up, which abruptly ends their learning opportunities. This upsets some children who are then reluctant to pack away the resources.
- Although staff share information with other settings that children attend, they do not proactively follow this up if they do not receive feedback, to promote continuity in children's learning.

What the setting needs to do to improve further

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

- enable children to end their play in their own way by giving advanced notification of when activities are due to change, to support their personal and emotional development
- extend the two-way flow of information with other early years settings, to provide a consistent approach to children's learning.

Inspection activities

- The inspector observed children during self-chosen and adult-led play, both indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents through discussion during the inspection.
- The inspector discussed with staff and the manager how they deliver the educational programmes for children, including children of differing ages, and how they ensure all relevant adults have an understanding of children's current stages of learning.
- The inspector looked at the setting's policies and discussed its procedures for keeping children safe, as well as the documents and records that staff keep.

Inspector

Sarah Madge

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan a good range of activities to promote children's development. This is because each member of staff takes responsibility for providing interesting and challenging resources and activities for one area of development. Consequently, children participate in play that is well tailored to their individual needs, to support them to make good progress in their learning. For instance, staff encourage children to solve problems and work together as they build bridges using boxes for their toy vehicles. Regular progress reports document children's achievements and current stage of development, to help staff identify and address any gaps in their learning. Staff make good use of opportunities to repeat children's language and frequently ask open questions, such as 'what do you think?' As a result, children are making good progress in their communication and language skills. Staff share information regarding children's progress with other settings that children attend but are not proactive in making further contact if they receive none in return. This reduces opportunities to work together to provide consistency in learning.

The contribution of the early years provision to the well-being of children is good

Children have opportunities to be active and engage in physical play both in the garden and during dance sessions in the hall, where they explore different ways to move their bodies. They benefit from a good range of resources, which are stored at a low level. This means that children can consider the full availability when making independent choices in their play. Staff encourage children to participate in self-care tasks, such as putting their coats on to play outdoors. This helps to prepare them for the next stage of their learning and school. Children feel safe and secure, which they demonstrate through their good behaviour. However, some children are less willing to tidy up their toys in preparation for the next activity because they are not ready to end their play, when instructed by staff. Staff promote the good health of children through consistent reminders to wash their hands at appropriate times and discussion about how to keep their teeth healthy and clean.

The effectiveness of the leadership and management of the early years provision is good

The manager and staff have a secure knowledge of the learning and development requirements and how to keep children safe. They regularly review the hazards in the environment to minimise significant risks. Children participate in routine fire drills to teach them how to exit the premises quickly and safely in the event of a fire. Effective systems for monitoring planning and assessment result in children having good-quality care and learning opportunities throughout the day. Staff regularly attend additional training to enhance their professional development, for example with regard to the developmental stages of two-year-olds. The manager and staff identify areas for development and how to address these, to maintain a culture of continuous development.

Setting details

Unique reference number	EY401635
Local authority	Devon
Inspection number	986498
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	26
Name of provider	Stoke Canon Church of England Primary School Governing Body
Date of previous inspection	21 April 2010
Telephone number	01392 841279

The setting is run by the governing body of Stoke Canon Church of England Primary School, which is located in the village of Stoke Canon, near Exeter. It registered in 2009. The setting is situated in the school building, using two adjoining classrooms and associated facilities. There are enclosed areas for outdoor play. The setting operates from 9am to 3pm Monday to Friday, term time only. There are six members of staff employed to work within the setting, five of whom are qualified to level 3.

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