

Stockland & Yarcombe Pre-School



Stockland Victory Hall, Stockland, Honiton, Devon, EX14 9EF

Inspection date	18 May 2015
Previous inspection date	26 January 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The manager provides inspiring leadership. She works closely with the committee and has a clear focus for wanting to provide the highest quality outcomes for children. She provides continual supervision of staff and is an outstanding role model to ensure the quality of teaching is excellent. Consequently, all children make rapid progress.
- Staff organise large group activities extremely effectively to meet the needs of all the children. For example, at the inspection, older children learned to link sounds to letters, recognise their names and numbers. This prepares them extremely well for learning that is more formal and gives them opportunities to concentrate and engage fully.
- Children develop excellent foundations in their key areas of development. This prepares them exceptionally well for their next stage of learning and school. They are outstanding communicators and staff extend their vocabulary even further. For example, children explained that stampeding meant a whole group running.
- Most children attend the toddler group with their parents, which enable them to become familiar with staff and the environment. Consequently, children settle extremely quickly once they start pre-school. They are emotionally secure and exceptionally confident.
- Rigorous recruitment and induction procedures ensure only suitable staff care for children. They all attend safeguarding training and have a firm understanding of how to protect children from risk of harm.
- The qualified staff team work extremely well together. They have made significant improvements since their last inspection, such as enabling children to initiate their activities through spontaneous choices. This means children are independent and creative learners.

What the setting needs to do to improve further

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

- review the opportunities for parents to contribute to self-evaluation more frequently, in order to act on their suggestions quicker and enhance the provision further.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector held a meeting with the manager and deputy, and carried out a joint observation with the manager.
- The inspector spoke to the chair of the committee, staff, parents and children present on the day of the inspection, and took account of the pre-school's self-evaluation and action plan for improvement.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

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

Staff gain well-documented evidence of children's starting points. They use this information and their own observations effectively to plan exciting activities specific to children's interests and developmental needs. For example, at the inspection, children who are fascinated by dinosaurs and love getting messy, eagerly search for hidden bones with numbers on them. This motivates their recognition of numbers while having fun. Staff then leave the resources out for children to use them in their own way and practise their new skills. Staff praise children for having excellent ideas to solve problems. For example, at the inspection, staff asked children building with blocks, 'What happened? What do you need to do?' As a result, children thought of solutions. Staff told them, 'You moved that and made it balance so that it wouldn't fall down.' This skilful interaction helps children think about their actions and embeds their learning. In addition, they develop an exceptionally positive can-do attitude to their own abilities.

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

Children enjoy increased independence and gain excellent personal skills when they are the special helper for the day. For example, children helped peel and cut up fruit, cleaned tables and washed up afterwards. Staff organise trips to provide real experiences, such as to the farm, egg collecting and picking fruit. This helps children gain an extensive awareness of where food originates. The newly completed natural area provides an exciting resource, including space for children to grow their own produce. Children's behaviour is exemplary. They understand staff expectations and demonstrate outstanding negotiation skills. They excitedly show staff their creations, who ask them if they feel proud because they should. As a result, children have very high self-esteem.

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

Staff continuously attend training and implement new ideas. For example, they review how their planning meets the needs of their two-year-olds and provide cosy areas to promote their well-being. The management team is proactive in addressing parents' suggestions and actively seeks their input. For example, they now have a suggestion box, letter of the week and interest table. Through informal discussions, they have reviewed their existing systems for communicating with parents. Current plans include sharing children's next stages of learning more frequently to enhance children's learning at home even further. Staff review and update their self-evaluation every term, looking for even greater ways to enhance their provision. However, the formal system for parents to contribute to self-evaluation is less frequent, for parents to share their ideas more regularly.

Setting details

Unique reference number	106046
Local authority	Devon
Inspection number	835736
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	23
Name of provider	Stockland and Yarcombe Pre-School Committee
Date of previous inspection	26 January 2010
Telephone number	07890 347613

Stockland & Yarcombe Pre-School opened in 1976 and is run by a parents' committee. The pre-school is set in the rural village of Stockland, near Honiton, East Devon. The pre-school is open Monday to Friday during term time only. Sessions run from 9am to 3.15pm on a Monday, Wednesday and Thursday, and from 9am to 12.15pm on a Tuesday and Friday. A toddler group session runs alongside the pre-school session from 10am to 12 noon on Fridays. The pre-school receives funding to provide free early education for children aged two-, three- and four-years-old. There are four members of staff who work with the children. Of these, one holds an early years qualification at Level 4 and three hold qualifications at Level 3. One member of staff is working towards an early years qualification at Level 5. An administrator supports the staff.

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