

# Maytree Pre-School

Woodbury Village Hall, Flower Street, Woodbury, Exeter, Devon, EX5 1LX



## Inspection date

6 October 2015

Previous inspection date

27 April 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff use their qualifications well to provide good quality teaching. They plan interesting activities that build on what children already know. Children become motivated learners and make good progress in their learning.
- The manager evaluates the quality and standards of the pre-school effectively and takes account of the views of parents and children.
- Relationships between staff and children are good. Staff provide a warm and caring environment where children develop secure attachments. This helps to promote their emotional well-being.
- Staff establish strong partnerships with parents. They share information regularly regarding children's progress through parents' evenings and the progress check for two-year-olds, for example. Staff make suggestions about how parents can contribute to their child's learning at home. Parents speak highly of the setting.
- The procedures for recruiting new staff are robust. They undergo a thorough induction to ensure they have the knowledge of the pre-school's policies and procedures.

### It is not yet outstanding because:

- The systems to monitor achievement do not include checks to compare the progress made by different groups of children in order to identify if any specific group is falling behind.
- Staff do not always make the best use of all opportunities to encourage children's early literacy development and their interest in books.

## What the setting needs to do to improve further

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

- strengthen the current systems for monitoring children's progress to include comparing the progress made by different groups of children and identifying and closing any emerging gaps in their learning
- provide a more inviting range of resources to encourage further children's early reading skills and interest in books .

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector sampled relevant documentation, including policies, staff's suitability checks, and children's observation, assessment and planning records.
- The inspector met with the manager and discussed how the pre-school is led and managed.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

### Inspector

Petra Morgan

## Inspection findings

### Effectiveness of the leadership and management is good

The highly qualified manager has a good understanding of the requirements of the Early Years Foundation Stage. Safeguarding is effective. All staff have attended safeguarding training and know what to do if they have any concerns about a child. The manager carries out regular staff supervision to help support their knowledge and professional development. For example, since the last inspection staff have developed their knowledge about supporting children's mathematical understanding. Overall, the manager monitors children's progress accurately to identify any gaps in individual achievement.

### Quality of teaching, learning and assessment is good

Staff use effective planning and build on children's interests to promote their confidence and self-esteem. They use a range of well-planned experiences to extend children's learning. For example, staff teach children about nature as they go on a walk around the village and collect conkers and apples. Staff promote communication and language skills well. They model language and introduce new words to increase children's vocabulary. They demonstrate very good practice when helping children to think and use their own ideas to solve problems. Overall, staff use books well to support children's learning in their play. Staff provide good opportunities for children to learn about diversity in the wider world.

### Personal development, behaviour and welfare are good

Children behave very well. Staff encourage children to treat each other with respect, share and take turns. Staff provide a variety of activities to support children's physical skills. For example, children balance when walking across beams and use their whole bodies as they sing action songs. Children develop increasing independence. They pour their own drinks and put on their coats. Staff teach children about good personal hygiene routines, which helps them manage these well. Staff help children to identify risks, such as when crossing the road, and teach them how to manage this safely. Staff have built close partnerships with other settings that children attend, which helps to ensure that children receive continuity in their care and learning.

### Outcomes for children are good

Children make good progress from their starting points. They gain the skills they need for starting school. Children draw constructions they have made and write their names. They count their friends and find the corresponding number. This contributes to the development of children's early literacy and mathematical skills.

## Setting details

<b>Unique reference number</b>	105996
<b>Local authority</b>	Devon
<b>Inspection number</b>	835732
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Maytree Pre-School Committee
<b>Date of previous inspection</b>	27 April 2010
<b>Telephone number</b>	01395 233525

Maytree Pre-School registered in 1992. It operates from the village hall in Woodbury, Devon. The pre-school is open each weekday during term time. Sessions run from 9am to 1pm, with extra hours offered on Wednesdays and Thursdays, when sessions finish at 3pm. The pre-school receives funding to provide free early years education for children aged two, three and four years. There are five members of staff. The manager has Early Years Teacher Status, three staff have qualifications at level 3 and one has a qualification at level 2.

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