

St Thomas Methodist Pre-School



St Thomas Methodist Churchhall, Cowick Street, Exeter, Devon, EX4 1JE

Inspection date	19 October 2015
Previous inspection date	10 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Teaching is very good. Staff fully understand how children learn and develop. They use their qualifications and training exceptionally well to plan activities that support children's next steps in learning.
- Staff make effective links with other provisions children attend; this helps to provide continuity in children's care and learning. Successful relationships with local schools support children's development well and prepare them for future learning.
- Staff give high priority to promote children's emotional well-being and it is clear they feel happy and secure. Staff are kind, caring and receptive to children's reactions and feelings, and provide a welcoming and supportive environment for all families.
- The provider ensures all staff are rigorous about safeguarding practices. They are aware of the process for reporting any child protection concerns. This has a positive impact on children's individual safety and welfare.

It is not yet outstanding because:

- Younger children are occasionally distracted during large group activities, where the length of the activity is sometimes beyond their levels of attention and focus.
- Staff do not always make the best use of all opportunities to increase children's learning experiences in the outdoor area.

What the setting needs to do to improve further

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

- further develop the outside area to extend and enhance children's learning experiences
- reorganise group times so that younger children are consistently interested and stimulated to develop their growing concentration levels.

Inspection activities

- The inspector observed teaching and the impact this has on children's learning, inside and outdoors.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the provision.
- The inspector carried out a joint inspection with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation.

Inspector

Clare Leake

Inspection findings

Effectiveness of the leadership and management is good

The manager and the staff understand the requirements of the Early Years Foundation Stage well. They use self-evaluation processes effectively to reflect on the provision and improve the quality of teaching. The manager is passionate about the setting and is good role model for staff. Safeguarding is effective. Thorough recruitment procedures ensure staff are suitable to work with children. They have a good awareness of child protection procedures and how to keep children safe. The manager ensures that all staff receive support and coaching. She utilises their professional interests and supports them to attend further training. Staff gather feedback from parents in many ways. They use this in their plan of improvement to continue to raise the quality of teaching and learning for children.

Quality of teaching, learning and assessment is good

The quality of teaching is good and all children make good progress in their learning. Staff place a strong focus on developing children's language and communication skills. They speak clearly and use pictures to help all children to increase their understanding, including those who speak English as an additional language and those with speech and language delays. Staff ensure children have access to a range of resources that help them to develop the skills they need to be ready for the next stage in their learning. This also supports them to feel confident as they move on to school.

Personal development, behaviour and welfare are good

Children play happily and with confidence. This is because there are good settling-in procedures and children have close relationships with their key persons. Children's behaviour is good. Staff reinforce good behaviour during activities, using lots of positive encouragement and praise. This helps to promote children's confidence and self-esteem. Children have opportunities to access the outside area every day. Staff provide a range of equipment that promotes children's physical skills and encourages children to take age-appropriate risks.

Outcomes for children are good

All children make good progress from their starting points. Children are learning to be independent. This helps children to develop the key skills needed for the next stage in their learning, such as school.

Setting details

Unique reference number	106042
Local authority	Devon
Inspection number	839368
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	47
Name of provider	St Thomas Methodist Pre School Committee
Date of previous inspection	10 November 2009
Telephone number	07896 286 830

St Thomas Methodist Pre-School registered in 1993 and is situated in Exeter, Devon. The pre-school is open during term time only from 9am until 3pm. There are eight members of staff, most of whom hold appropriate childcare qualifications at levels 2 to 4. The pre-school receives funding for children aged two, three and four years old.

This inspection was carried out by Ofsted 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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