

Ludwell Valley Centre

City Community Church, The Ludwell Centre, Ludwell Lane, EXETER, EX2 5LU



Inspection date

1 December 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 know the children really well and develop close attachments with them, helping them to settle quickly and benefit from the time they spend at pre-school.
- There is a strong focus on working in partnership with parents and carers. They receive good information about what the children do at pre-school and what they are learning. This helps parents and carers extend children's learning at home.
- The quality of teaching is consistently good and all staff engage enthusiastically with the children. They make the most of spontaneous and routine activities to encourage children's learning and development. Consequently all children make good progress.
- Staff assess children's abilities when they start at pre-school and pay close attention to those who need extra help. Effective links with other professionals help to ensure that children get all the support they need.
- Staff focus well on supporting children's communication and language skills, and are particularly effective in helping the youngest children make progress in this area.

It is not yet outstanding because:

- Staff have not yet fully developed the ways in which they link what children need to learn next with the focused activities that they plan, so that every child makes rapid progress.
- The management committee have not fully implemented procedures to monitor the quality of the setting, to drive improvement and to support the manager's professional development.

What the setting needs to do to improve further

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

- strengthen the links between what children need to learn next and the activities that are planned to support this, to promote children's rapid progress in their learning and development
- develop further the ways in which the committee monitor the quality of the setting, support the professional development of the staff and drive continual improvement.

Inspection activities

- The inspector spent time observing children at play in the pre-school and outdoor area.
- The inspector met with the manager and discussed how the nursery is led and managed.
- The inspector carried out a joint observation with the nursery manager.
- The inspector looked at a range of documentation, including records of the progress children have made, the setting's self-evaluation and improvement plan and evidence of suitability of staff working in the pre-school.
- The inspector spoke with children, parents, carers and staff.

Inspector

Heather Morgan

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff team work well together. They share an ambition to provide the best possible care and education for children in their community. Procedures for monitoring the performance of staff are effective in identifying ways to improve teaching. Staff have accessed training which has improved the way they assess and support the youngest children. The manager keeps a close check on how individual and groups of children are progressing. This enables the staff to focus effectively on those that need additional help, and also to identify areas where all children would benefit from specific activities. The arrangements for safeguarding are effective. The staff and committee are clear about their role in keeping children safe and work closely with other relevant agencies in the event of any concerns. The new committee provide good encouragement for the manager. They are beginning to extend their expertise in monitoring the quality of the curriculum and challenging staff to improve.

Quality of teaching, learning and assessment is good

Staff create a welcoming environment and offer a wide range of resources that capture and maintain the children's interest. Early, accurate assessment of what children can do enables staff to quickly provide the support and encouragement children need to make good progress. Planned activities are adapted for children of different ages and abilities. Staff regularly check the progress that children are making and use this information well to identify what they need to learn next. Staff engage well with children's play to encourage their learning. For example, they help them count the bean bags as they throw them into buckets. Good use is made of the outdoor learning environment. Boys, in particular, enjoy large scale drawing and writing opportunities, such as chalking on the ground.

Personal development, behaviour and welfare are good

Children's behaviour is good. They learn to share, take turns and co-operate well with one another when they play together. For example, they help each other manage paper and sticky tape when they are wrapping parcels to go under the Christmas tree. Children are given plenty of praise and encouragement. They take pride in their achievements and are pleased when they are able to spread honey on their toast or pour their own drink at snack time. Children take a keen interest in their local community. They enjoy watching and talking about the way recyclable items are sorted when the recycling lorry visits.

Outcomes for children are good

All children make good progress in their learning and development. Particular attention is paid to providing extra support to help those who are falling behind to catch up. Children are confident and able to make independent choices, such as whether they prefer to play indoors or outdoors. They really enjoy singing and listening to stories, which reinforces their speaking and listening skills and prepares them well for moving on to school.

Setting details

Unique reference number	EY482440
Local authority	Devon
Inspection number	1033004
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	43
Name of provider	Ludwell Valley Centre Committee
Date of previous inspection	Not applicable
Telephone number	07948 617237

Ludwell Valley Centre was first registered in 1996 and moved to its current premises in 2014. It is located in the Wonford area of Exeter. The setting is managed by a voluntary committee and is open on weekdays during school term times, between 9.00am and 3.30pm. The setting receives funding for the provision of free early education for two-, three- and four-year-olds. There are nine members of staff caring for the children, eight of whom hold relevant childcare qualifications, four at level 3 and four at level 2.

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