

# Witheridge Preschool / Childcare at the HIVE

The Hive, Fore Street, Witheridge, Tiverton, Devon, EX16 8AH



## Inspection date

12 April 2016

Previous inspection date

7 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The management team evaluates its practice really well. It seeks staff's and parents' feedback to review what it does well and identify the most appropriate actions for continuous improvement.
- Staff are securing their new assessment system and use their observations effectively to plan for children's individual learning needs. Children make good progress from their starting points. Staff motivate them to learn and enable children to explore their own ideas through good access to resources in all areas of the environment.
- Children behave well and older children have a good understanding of resolving conflict for themselves. For example, they eagerly go off to get a timer to share equipment.
- The strong partnerships with parents and outside agencies ensure disabled children and those who have special educational needs receive the support they need to achieve well.
- Babies and children form strong emotional attachments with staff. This has a positive impact on their well-being and learning.

### It is not yet outstanding because:

- Staff sometimes miss opportunities to extend older children's understanding about risks and how to manage safety for themselves as they play.
- The manager has not fully implemented an effective system to identify where staff can support particular groups of children to make as much progress as they can.

## What the setting needs to do to improve further

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

- support children in gaining confidence to assess risks for themselves
- strengthen the systems to monitor children's overall development to identify more effectively where groups of children may need extra support.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector held a meeting with the nominated person and acting manager, and carried out a joint observation.
- The inspector spoke with parents, staff and children, and took account of the pre-school's self-evaluation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

### Inspector

Elaine Douglas

## Inspection findings

### Effectiveness of the leadership and management is good

The acting manager is supported by a strong committee. She took over responsibility unexpectedly and has worked hard to keep the group running smoothly. Staff have addressed actions and recommendations from their previous inspection fully and are continuing to improve outcomes for children. Staff receive good supervision and have suitable opportunities to continue their professional development. They work well in partnerships with parents. They share good information to support children's learning at the setting and at home. Safeguarding is effective. Staff have a strong awareness of the importance of monitoring children's welfare. They know the procedures to follow should a child be at risk of harm.

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

Staff seek good information on children's starting points. Through their ongoing observations they assess children's development accurately and have a good understanding of each child's individual development needs. Staff encourage children to make predictions and test their ideas through trial and error. For example, children worked together to build a wall from soft bricks, working out if they had enough and the best way to stop them from falling. They excitedly extended their ideas, making a house with a window and door. Staff engage babies in activities that enable them to use their senses. Staff help children to become confident communicators through the way they model language.

### Personal development, behaviour and welfare are good

Staff work well in partnerships with parents to help children settle quickly on arrival. Staff encourage children's independence and build their confidence effectively. Some children benefit from small-group activities to nurture their social skills and language development. Children understand the staff's expectations. They help to tidy up so they know where to find resources when they want them. There is an appropriate key-person system, providing babies with a special adult who takes care of their physical and emotional needs. Children learn the benefits of exercise; they climb and balance with control. Children enjoy their learning and staff use impromptu situations well. For example, when a helicopter landed in the school field, this brought great excitement.

### Outcomes for children are good

Children make good progress in the key areas of development, preparing them well for school. They gain good mathematical and literacy skills. For example, children kept records of their scores as they counted how many beanbags they could get in a hoop. Children's play is purposeful and long lasting. They work together well, suggest ideas and persevere with tasks. Babies explore with confidence and pay attention to stories.

## Setting details

<b>Unique reference number</b>	106398
<b>Local authority</b>	Devon
<b>Inspection number</b>	1014555
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Childcare at the HIVE Committee
<b>Date of previous inspection</b>	7 May 2015
<b>Telephone number</b>	01884 861784

Witheridge Pre-School operates from its own building within the grounds of Witheridge Primary School, Devon. It registered in 1992 and is open every weekday from 9am to 3.30pm, with an optional lunch club from 12 noon to 1pm, during the school term. The provider also operates out-of-school care for 51 weeks a year between 7.45am and 6pm from the same premises. The pre-school employs eight members of staff, six of whom hold early years qualifications at level 3. Two staff hold early years qualifications at level 2 and one of those is working towards a qualification at level 3. Staff are supported by an administrator. The pre-school receives funding to provide free early education to children aged three and four years.

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