

# Willand Pre-School

Willand Pre School, Gables Road, Willand, Cullompton, Devon, EX15 2QL



## Inspection date

18 January 2017

Previous inspection date

23 November 2012

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

- The manager continually reflects and evaluates on practice well, seeking feedback from staff, children and parents. This provides her with an accurate knowledge of how to drive improvements and ensure children have good outcomes. This has led the manager and staff to successfully identify, monitor and improve children's literacy skills.
- Staff use the new assessment system successfully. They get important information on children's starting points and make regular observations of their development. Staff use this information well to form individual learning plans for each child. Children make good progress.
- Children behave well. Older children learn about democracy. For example they vote when given choices and learn to go with the majority. Staff consistently reinforce their high expectations, and children understand there are times when they need to listen.
- Staff provide effective support so that children become confident communicators. For example, staff model the correct use of language to young children and use words with actions to help them understand the context. Staff extend older children's vocabulary well, such as discussing explosions and lava while making a sand volcano.

### It is not yet outstanding because:

- Staff sometimes miss opportunities to support older children to count and learn about quantities.
- Although staff keep children safe, they miss occasions to help older children understand about risks and to think for themselves about what they can do to minimise them.

## What the setting needs to do to improve further

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

- extend the opportunities to support older children to count and learn about quantities
- help older children to identify risks in their environment and think of ways to manage them.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with parents, children and staff, and took account of the pre-school's self-evaluation.
- The inspector held a meeting with one of the directors and the manager, and carried out a joint observation with the manager.
- 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

Safeguarding is effective. The manager and staff keep up to date with child protection procedures and have a good understanding of what to do if a child is at risk of harm. Staff have good opportunities for professional development. For example, training has helped staff support children's emotional development, especially when the younger ones move into the pre-school room. The manager ensures that room leaders know their roles and responsibilities. Since their last inspection, the manager has improved the key-person system to provide children with a special person to go to who can meet their individual needs at all times. The manager monitors children's development effectively to put any extra support in place when needed. Staff work effectively with parents, other early years providers and outside agencies to support children consistently.

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

Staff plan well to ensure children benefit from their play. For example, older children engage in role play together, practising their early reading and writing skills well as they use menus and take orders. They pass on instructions to the play 'kitchen' and staff show them how to use chopsticks to eat. Staff make good use of daily routines to support children's learning. Staff are strong role models for children. For example, they show young children how they need to keep practising to learn a new skill. Staff help children to think of ways to solve problems, for example, to put the largest tyre at the bottom of a pile so they will balance. They encourage children to find out answers to their questions. For example, older children use technology to see what dinosaurs' teeth look like.

### Personal development, behaviour and welfare are good

Children settle quickly and soon become fully engaged in the wide range of resources and activities. Young children enjoy exploring, going back to their key person for reassurance. Staff build children's self-confidence well. For example, they praise children when they achieve and ask them to show others what they did. Children learn to follow good healthy practices. For example, they wipe their noses and put the tissue in the bin, and young children know to wash their hands before eating and after using the toilet. Staff provide a good range of healthy snacks, and children discuss what food is good for them. Young children are confident to ask for a drink, and staff help them pour it themselves. Older children use knives to cut fruit and they manage their personal care well.

### Outcomes for children are good

Children are eager, confident learners. They gain good skills that prepare them well for school. Children become independent. They are inquisitive and explore. They develop a love of books and link sounds to letters. Children have good opportunities to gain control and coordination of their movements. They are creative, imaginative and enjoy learning.

## Setting details

<b>Unique reference number</b>	EY447017
<b>Local authority</b>	Devon
<b>Inspection number</b>	1059357
<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>	60
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Willand Pre-School
<b>Registered person unique reference number</b>	RP908083
<b>Date of previous inspection</b>	23 November 2012
<b>Telephone number</b>	0188433711

Willand Pre-School re-registered in 2011. It operates from Willand, Devon. The pre-school is open each weekday during term time only. It operates from 8am to 6pm, including out-of-school care, for 50 weeks of the year, closing for two weeks at Christmas. The pre-school receives funding to provide free early education for children aged two, three and four years. There are 14 members of staff working with the children. Of these, one holds early years professional status, one has an early years qualification at level 5, one has a qualification at level 4, eight have a qualification at level 3 and one is qualified to level 2. One member of staff is working towards a qualification. One is unqualified EAL support staff.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

