

Ivybridge Pre School

The Erme Primary School, Station Road, IVYBRIDGE, Devon, PL21 0AJ



Inspection date	7 September 2017
Previous inspection date	28 January 2013

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

- All children make good progress and are keen to learn. They are very eager to attend and enthusiastically join in games. They accurately know whose turn it is next and count well. Children are well prepared for starting school. Older children in the wrap-around care play well with younger children and say that 'everyone gets on well'.
- Children settle quickly because of the warm welcome from the staff. Staff understand and know each individual and their family well. They make sure that parents give useful information about their children's development when they start.
- Staff give parents accurate reports about their children's progress and give good suggestions of how to support learning and language development at home. Staff work well with a range of other professionals to support children's individual learning needs.
- Staff question children very well and sensitively so that children can explain their understanding and use their thinking and reasoning skills well. Staff provide a good range of high-quality resources for all aspects of development.
- Managers make sure that staff continue to develop and improve their teaching skills, particularly in supporting children's communication. Managers work well with the staff team to evaluate the provision accurately and continue to improve it.

It is not yet outstanding because:

- Staff do not always challenge all children as much as possible during some planned activities.
- The established routines sometimes restrict children's opportunities to explore for themselves and develop independence.

What the setting needs to do to improve further

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

- ensure that adult-led activities are fully effective so that all children are sufficiently challenged at all times
- improve routines to give children even more opportunities to play, explore and develop their independence.

Inspection activities

- The inspector observed teaching and learning in the pre-school and the school hall, and assessed the impact on children's learning.
- The inspector conducted a joint observation with the owner and talked to staff.
- The inspector had discussions with the owner and manager when it was convenient.
- The inspector spoke to children and parents and took their views into account.
- The inspector sampled documents outlining policies and procedures.

Inspector

Janet Dinsmore

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are up to date with safeguarding matters and legislation. They know what action to take should they have a concern about a child's welfare. There is a good relationship with the school and staff take children to use the hall every day for physical activity. Managers assess risks well to improve the facilities and resources, for example, by replacing the outdoor surface to create a safer environment. They have effectively addressed the recommendations from the previous inspection. All staff now have a consistent appraisal system. They are well qualified and give parents specific guidance to continue to support their children's learning at home. The manager monitors the development of groups of children to make sure that there are no gaps in learning.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of children's development. They assess children accurately when they start and regularly each term. Staff follow children's interests well and introduce new knowledge and ideas. For example, they help younger children explore whether toy animals will fit into different spaces and how much pasta is in different cups. Staff plan activities that ensure children develop a good range of listening and physical skills. For example, children follow instructions to roar and stamp like dinosaurs and make circles with ribbon sticks. Children make comparisons well, describing a wooden stick as 'like a breadstick' and ribbons as 'like a lasso'. Staff provide a good range of interesting resources that supports children to develop their imaginations. For example, children say how 'terribly hungry' dinosaurs are when pretending to feed them. Children use their language and thinking skills well. For example, staff give a series of clues and children excitedly work out which animal they are describing.

Personal development, behaviour and welfare are good

Children play well together and invite each other to join in their games. For example, discussing how to care for the dolls in the role-play area or exactly which animals to include in the zoo they are building. Staff are good role models. They have high expectations of children's behaviour and build positive relationships with the children. Children talk to staff and their friends happily, for example, when sitting together for a snack and lunch. Children feel valued. They understand how exercise makes their heart beat faster and healthy food helps them grow. They investigate how toys work, such as when using keys and operating simple mechanical toys.

Outcomes for children are good

Older children are confident and inquisitive and can apply their knowledge and understanding well. They compare snails and tadpoles, for example, explaining that snails do not change like tadpoles, 'they just grow bigger'. They can identify shades of colour and recall all the words of familiar songs. Those who have special educational needs and/or disabilities make good progress, gaining confidence. Those eligible for additional funding catch up quickly. Younger children quickly learn to explore for themselves. They can identify parts of their body and move in time to music.

Setting details

Unique reference number	EY452048
Local authority	Devon
Inspection number	1062949
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	20
Number of children on roll	51
Name of registered person	Nicola Moyses
Registered person unique reference number	RP512063
Date of previous inspection	28 January 2013
Telephone number	07787977504

Ivybridge Pre School registered in 2011. It is in a designated classroom within The Erme Primary School in Ivybridge. It opens between 7.30am and 6pm each weekday, during term time only. The setting also provides before-and after-school care. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-olds. There are seven members of staff, one of whom has a relevant childcare qualification at level 5 and five at level 3.

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