

Hemyock Pre-School

Hemyock Primary School, Parklands, Hemyock, Cullompton, Devon, EX15 3RY



Inspection date

15 March 2018

Previous inspection date

13 May 2015

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

- Children make consistently good progress, relative to their starting points. For example, although more children start pre-school who are behind in their speech development, gaps close quickly due to very skilled staff support. By the time they start school, these children have caught up well and sometimes exceed expectations.
- Thorough self-evaluation aids the management team and staff to make continuous improvements and maintain good-quality outcomes for children. For example, making changes to space and resources, indoors and outside, to extend children's physical development has resulted in improvements in their small-muscle and early writing skills.
- Children are confident with good self-esteem, and their behaviour shows they feel emotionally secure. The effective key-person system helps them quickly settle in, and particularly benefits younger children. Older children are inquisitive and confidently ask questions to help them build on what they already know.
- Staff have good relationships with other professionals working with children, including other early years settings they attend. They demonstrate commitment to a shared approach to planning for future learning, so children benefit from consistency.

It is not yet outstanding because:

- Activities that teach children to use technology lack challenge for older children.
- Although partnerships with parents are good overall, staff do not involve them in identifying their children's starting points when they first attend.

What the setting needs to do to improve further

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

- provide more challenge for older children as they learn to use technology for different purposes
- encourage parents to be more involved in helping staff to identify what children already know and can do when they first start to attend the pre-school.

Inspection activities

- The inspector observed staff and children engaged in learning activities, indoors and outside.
- The inspector and the manager shared observations of staff practice at different times during the inspection.
- The inspector had discussions with the manager, staff, children, parents, and with the nominated representative of the governing body.
- The inspector talked to staff about their understanding of safeguarding procedures and how to implement these. The inspector sampled required policies and procedures.
- The inspector sampled children's learning records, and reviewed the effectiveness of observation, assessment and planning in helping children make progress.

Inspector

Julie Neal

Inspection findings

Effectiveness of the leadership and management is good

Management of the pre-school is very good, and staff receive high levels of professional support. As a result, they are very well motivated and keen to continue to develop their knowledge and skills. Very good systems of tracking help the manager to monitor the impact of training on children's learning. For example, following training, staff reviewed how they promote children's literacy, focusing on their developing understanding of letters and letter sounds. Monitoring shows the positive affect this has had on different age groups. For example, younger children recognise letters in their names, and older children confidently sound out and blend letters to identify simple words. Safeguarding is effective. Management and staff have a very good understanding of local safeguarding procedures. They know what to do to help protect children from harm, if concerned.

Quality of teaching, learning and assessment is good

Staff use their good observations and assessments very effectively to plan interesting activities that challenge children well. They use their very good communication skills well to encourage children to think and express themselves. For example, effective questioning from staff encouraged younger children to explain how they knew puzzle pieces connected, because they had followed the recurring pattern on the snake's skin. Staff make good use of opportunities to extend children's knowledge. For example, when older children asked how long until lunch, staff showed them the clock. They looked at the time now, and staff showed them how to recognise when it was lunchtime. Staff run workshops for parents to help develop their understanding of how children learn. For example, to explore the links between physical development and learning to write, so they are realistic in their expectations.

Personal development, behaviour and welfare are good

Children enjoy being active and develop a good understanding of the importance of exercise in keeping their bodies healthy. For example, children digging energetically, talked about getting strong muscles. Children learn well about how to keep themselves safe, so they are adventurous and keen to try new things. For example, younger children going head first on the slide for the first time, made sure the landing area was clear.

Outcomes for children are good

Children develop good skills to prepare them for the next stage in their learning, including going to school. The extremely good links with the village school ensure that older children know their future teachers well, helping them to feel confident about moving on. Children of different ages work together very well on joint projects, sharing their ideas to come up with solutions to problems. For example, while building a rocket from recycled materials, they talked about the best glue to make thicker card stick firmly.

Setting details

Unique reference number	EY346881
Local authority	Devon
Inspection number	1092957
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	27
Number of children on roll	58
Name of registered person	Hemyock Pre-School Committee
Registered person unique reference number	RP908673
Date of previous inspection	13 May 2015
Telephone number	01823 680240

Hemyock Pre-School registered in 2007. It is situated at Hemyock Primary School in Hemyock, Devon, and is run by the board of trustees of the Ventrus Multi-Academy Trust. The pre-school is open Monday to Friday, from 9am to 3.15pm, term time only. There are seven staff employed to work with the children, of whom two hold qualified teacher status and four hold a level 3 qualification in early years. The pre-school is in receipt of funding for children aged two, three and four years old.

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