

# Busy Otters Pre School Playgroup



Ottery St. Mary Primary School, Longdogs Lane, Ottery St Mary, Devon, EX11 1HY

|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 28 March 2018 |
| Previous inspection date | 22 June 2015  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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 ambitious and committed manager takes into account the views of staff, children and parents when reflecting on the quality of provision. She makes plans for improvement that are well targeted and achievable. For example, staff have recently developed the outdoor area to provide better opportunities for children to be active and build on their physical skills.
- Staff have high expectations for children's learning. They observe children as they play, and accurately assess their learning. Staff plan challenging and exciting activities that build on what children already know. Children make good progress.
- Staff develop warm, nurturing relationships with the children and effectively support their well-being. Children behave well and show consideration for others. For example, they happily make room at the play-dough table so that others can join in.
- Staff form strong partnerships with external agencies, the local school and other settings that children attend, which ensures continuity in children's learning and development.

### It is not yet outstanding because:

- Methods to share information with parents, so that they can continue their children's learning and development at home, are not fully effective to engage all parents.
- The manager has not embedded all opportunities to help staff raise the quality of teaching even further.

## What the setting needs to do to improve further

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

- devise even better methods of communication with parents to share relevant information with them, so that they can best support their children's learning and development at home
- build on the existing opportunities for staff to reflect on their own and each other's practice, to improve teaching and learning even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the manager. The inspector met with the manager at appropriate times throughout the inspection, to discuss how she monitors and supports staff.
- The inspector looked at a range of relevant documentation, including policies and children's records.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

### Inspector

Petra Morgan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are knowledgeable about child protection matters. They are fully aware of what to do should they have any concerns about children's welfare. The manager inducts new staff thoroughly and regularly checks their ongoing suitability. Staff conduct risk assessments of the premises and supervise children closely to ensure they are safe at all times. The manager monitors staff's practice well and staff implement positive changes to improve outcomes for children. For example, knowledge gained from training has helped staff to develop children's mathematical skills even further. The manager checks the progress of individual children and different groups of children successfully, and swiftly identifies and addresses any gaps in learning.

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

Teaching is good and, at times, excellent. Staff know the children well and have a good awareness of their individual needs. They join children as they play and engage in constant discussion, introducing new vocabulary and modelling language very well during activities. Toddlers enjoy exploring how things feel. They eagerly investigate different textures, such as lentils, oats and water, with their hands. Staff frequently incorporate thinking about numbers and shapes into their discussions with children, using their interests to help reinforce learning. This develops children's mathematical understanding successfully.

### Personal development, behaviour and welfare are good

Children are happy and settled at this welcoming pre-school. Staff gain good information from parents about what children know and can do when they first start attending, to plan for their learning from the very beginning. Staff teach children about healthy lifestyles effectively. For instance, children enjoy nutritious snacks and have plenty of fresh air and exercise. Staff provide children with good opportunities to manage risks in a safe, controlled environment. For example, children use hand and foot grips confidently to master a small climbing wall, and balance along planks and blocks with great skill. Staff praise children frequently and children are confident, self-assured and motivated to learn.

### Outcomes for children are good

All children, including those who have special educational needs, those who receive additional funding and those who are learning English as an additional language, develop important skills to prepare them well for school. Children learn to recognise and write their names. They listen with interest as staff read to them. Children are sociable and develop positive relationships with their friends. They follow instructions and enjoy being independent, for example, as they help themselves to snacks.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY421724  |
| <b>Local authority</b>                           | Devon   |
| <b>Inspection number</b>                         | 1094654   |
| <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 - 4   |
| <b>Total number of places</b>                    | 28  |
| <b>Number of children on roll</b>                | 56  |
| <b>Name of registered person</b>                 | Busy Otters Preschool Playgroup Committee   |
| <b>Registered person unique reference number</b> | RP911070  |
| <b>Date of previous inspection</b>               | 22 June 2015  |
| <b>Telephone number</b>                          | 01404812442   |

Busy Otters Pre School Playgroup registered in 1987. The pre-school operates from purpose-built premises in the grounds of Ottery St Mary Primary School in the village of Ottery St Mary, Devon. The pre-school is open Monday to Friday during term time only, from 9.15am to 3.15pm. The pre-school is registered to provide free early years education for two-, three- and four-year-old children. There are nine members of staff. Of these, one holds qualified teacher status, seven hold a qualification at level 3 and one holds a qualification at level 2.

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