

# Thorverton Pre-School

School Lane, Thorverton, EXETER, EX5 5NR



## Inspection date

2 May 2018

Previous inspection date

24 September 2014

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 is ambitious and works effectively to provide good-quality care and education for young children. She evaluates the overall setting well and creates clear action plans to drive improvement. For example, she intends to strengthen the support she provides for individual staff members, such as by observing and reflecting on their practice.
- Staff use the detailed information gained from their observations and assessments effectively, to help children make good progress from their starting points. They provide a broad range of experiences that supports children to explore, experiment and test out their ideas. Children are intrigued by the available opportunities and motivated to learn.
- Staff and parents work closely together to support children's learning. For example, parents share 'wow moments' to inform staff of children's achievements at home.
- Staff provide particularly good emotional support for children who are preparing to start school. For instance, children share the school grounds and join the Reception class for some activities. Older children feel confident about the next stage of their learning.

### It is not yet outstanding because:

- The manager does not use the information she collects as well as she could, to identify all gaps and patterns in learning between different groups of children and to support staff to provide targeted and focused teaching where it is needed.
- Staff do not consistently challenge the older children as well as they could, to extend their early reading and writing skills and their knowledge of numbers and counting.

## What the setting needs to do to improve further

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

- monitor the progress of different groups of children more effectively, to identify and close any patterns or gaps in their learning, and use this information for staff to provide targeted support where it is needed
- provide more challenge for the older children to extend their counting and their early reading and writing skills.

### Inspection activities

- The inspector observed children's engagement in a range of activities inside and outdoors.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching during an adult-led activity.
- The inspector took account of the views of children, their parents and staff, through discussions and written feedback during the inspection.
- The inspector held meetings with the provider and manager at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's learning records, staff's and committee members' suitability checks, and risk assessments.

### Inspector

Sarah Madge

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of their responsibility to report concerns about a child's welfare to the relevant agencies. They carry out thorough risk assessments of the premises to help keep children safe, such as making sure the premises are secure at all times. The manager provides good support for staff, such as through team and supervisory meetings, to ensure they understand their responsibilities and are up to date with procedures. Staff are keen to strengthen their professional development and share good practice ideas with each other. For instance, by working alongside the team, less experienced staff have gained more confidence to attract and maintain children's attention during story times, such as by varying their tone. Children listen well when staff read to them and enjoy looking at books.

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

Staff set up an attractive environment for the children and provide a varied range of activities based on their interests and developmental stages. They allow lots of opportunities for the older children to share their ideas and investigate. For example, the children predict what will happen when they poke pencils through a bag of water, suggesting it will 'explode'. They are intrigued when the water does not escape and suggest that the holes need to be below the water line, which they gleefully test out. Children develop good control and coordination to manage tricky tasks. For instance, older children use scissors competently to cut sticky tape, and younger children learn to hang clothes from a play clothes line using pegs with support from staff.

### Personal development, behaviour and welfare are good

The strong key-person system successfully supports children's positive relationships and sense of security. Children feel safe and learn to assess risks for themselves. For example, they decide which pieces of equipment they can safely climb, and confidently slide down the pole. Staff are positive role models and help children learn good manners and social skills. For instance, they remind younger children to be patient when waiting for a ball and enthusiastically play with them, teaching them to catch. Children's behaviour is good. They are kind, friendly and talk to each other animatedly at mealtimes. Staff provide ample opportunities for children to develop their independence, such as supporting them to prepare snack and put on their coat.

### Outcomes for children are good

Children develop key skills to help them move quickly on to their next stage of learning, including school. They express themselves clearly and with a broad vocabulary, and develop good listening skills, which supports their developing communication and language well. Children are creative and follow their own ideas, such as selecting which junk modelling resources to use to make a 'bed' for the toy snake. They recognise the various uses of technology, such as asking staff to help them find specific pictures online.

## Setting details

<b>Unique reference number</b>	EY354401
<b>Local authority</b>	Devon
<b>Inspection number</b>	1070875
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Thorverton Pre School Committee
<b>Registered person unique reference number</b>	RP902184
<b>Date of previous inspection</b>	24 September 2014
<b>Telephone number</b>	01392 861 707

Thorverton Pre-School opened in 1997 and registered in 2002, before moving to its current premises in 2011. It operates from a purpose-built building on the site of Thorverton Primary School, in the village of Thorverton, near Exeter. Sessions run each weekday during term time, from 9am to 3.15pm. The pre-school receives funding to provide free early years education for children aged two, three and four years. Seven members of staff work with the children, six of whom are qualified to at least level 2. The manager holds a degree in early years.

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