

Inspection date	19 June 2018
Previous inspection date	19 November 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

- Staff make the most of opportunities to support and enhance children's independence. For example, pre-school-aged children prepare their own snacks and babies are able to pour their own drinks.
- Staff keep parents fully informed and involved in their child's learning. For instance, staff tell parents what activities the children have enjoyed that day.
- The management team evaluates the provision well. For example, it finds ways to support the pre-school children's physical development, such as introducing a climbing frame. The managers include the views of parents, staff and children to identify areas for improvement.
- Support for children who have special educational needs (SEN) and/or disabilities is good. The managers and staff proactively seek partnerships with outside agencies to ensure they meet children's learning and development needs. Gaps for children who have SEN and/or disabilities, including children who speak English as an additional language, are closing.
- Staff support children to develop good communication skills. For example, they repeat children's words and allow children time to respond to questions.

It is not yet outstanding because:

- Staff do not provide a range of opportunities for children to learn about technology.
- At times, staff do not organise group activities in the pre-school room as well as they could, to provide stimulating experiences that engage and challenge all children.

What the setting needs to do to improve further

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

- extend the range of opportunities for children to develop their understanding of the different types of technology
- review the organisation of group activities in the pre-school room, to consider more fully how to engage and challenge all children further.

Inspection activities

- The inspector observed a range of activities, indoors and outdoors, and assessed the quality of teaching and the impact this has on children's learning.
- The inspector had a meeting with the two managers and explored the views of children and staff at convenient times during the inspection.
- The inspector had discussions with several parents and considered their views.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the provider.

Inspector

Rebecca Martin

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The managers and staff have a good understanding of the safeguarding and child protection procedures to follow to support children's safety. For example, they know how to pass on their concerns to local safeguarding boards, and monitor accidents in the setting. The managers use additional funding effectively to support children's individual learning needs. For instance, managers use funding so staff can work in very small groups to support children's confidence. Managers closely monitor the quality of teaching in the setting. They continually strengthen staff's practice through regular supervisions and training. For example, recent training on extending vocabulary has helped staff support children's communication skills. The managers monitor children's learning and development well. For instance, they look at learning and development gaps for different groups of children, and provide any further support that is needed.

Quality of teaching, learning and assessment is good

Staff skilfully encourage children's mathematical skills during play. For example, they show children how to count dinosaur prints accurately. Children enjoy learning about the world around them. They are enthusiastic to take care of the nursery plants and pet snails, and talk about how to keep them both healthy. Younger children develop good physical skills. They enjoy climbing up little mounds and balancing as they go down a slide, repeating the activity a number of times. Children enjoy playing with the resources independently to create their own imaginative play. For example, children pretend that sand pits are sinking pirate ships. They bail out the 'water' and squeal with excitement.

Personal development, behaviour and welfare are good

Staff provide a welcoming environment where children are happy and settled. Children hug adults as they walk past them, showing the positive relationships they have made. Children are polite and well behaved. For example, they say 'please' and 'thank you' without adult reminders. They play together well and are thoughtful about each other's needs. For example, they offer adults a sun hat so they do not get burnt by the sun. Children learn to make positive choices about food. For instance, they enjoy preparing snacks and talk confidently with staff and peers about the foods. Staff celebrate the languages and cultures of the children who attend the setting. For example, staff and children sing songs and count in different languages during circle time.

Outcomes for children are good

Children are well prepared for the next stages in their learning and development, including starting school. Young children have opportunities to practise their counting and writing skills. Older children develop their literacy skills. They listen to stories well, joining in enthusiastically and guessing words, using their understanding of rhymes.

Setting details

Unique reference number	EY466130
Local authority	Devon
Inspection number	1071583
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	1 - 4
Total number of places	54
Number of children on roll	81
Name of registered person	The Exwick Ark Limited
Registered person unique reference number	RP903483
Date of previous inspection	19 November 2014
Telephone number	01392 425551

The Exwick Ark registered in 2013. It is a privately run nursery and is open each weekday, from 7.45am until 5.45pm, all year round. It receives nursery education funding for two, three and four-year-old children. There are currently 21 members of staff, including the two owners/managers. Of these, 19 work directly with children. One of the owners holds early years professional status and is a qualified teacher. The other owner holds a level 3 qualification. Of the remaining staff, two hold qualified teacher status, one has early years professional status and 13 hold an appropriate early years qualification. qualification.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

