

East Worlington Preschool

East Worlington Primary School, East Worlington, Crediton, EX17 4TS



Inspection date

11 July 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 show they feel safe and secure. They form close bonds with staff and regularly seek their attention. They positively benefit from their praise and encouragement, for example, as they play outside or during organised activities.
- Children develop very competent mathematical skills. All staff make very good use of activities to extend children's understanding of using mathematics every day. For example, they count how many ice creams they have made and show a good understanding of positional language, such as 'under' and 'over' as they throw balls.
- There is a good range of resources for children to choose. Staff organise activities that interest children and support their individual needs securely. Children prepare well for their next stages in development.
- Self-evaluation is effective. The management team has a secure awareness of its strengths and areas to improve, to help support good outcomes for children.

It is not yet outstanding because:

- On occasion, staff do not always give older and most-capable children enough challenge to help them make the progress of which they are capable.
- Staff sometimes miss opportunities to help children learn how they are similar and different to others.

What the setting needs to do to improve further

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

- provide older and most-able children with even more challenge to help them make the progress of which they are capable
- increase opportunities for children to learn how they are similar and different to others in their independent and organised play experiences, to extend their learning even further.

Inspection activities

- The inspector observed children playing independently, with their friends and with staff in different learning environments.
- The inspector spoke to children, staff and parents at appropriate times during the inspection.
- The inspector and nominated person jointly observed staff supporting children during activities and discussed outcomes for children.
- The inspector held a meeting with the manager, nominated person and coordinator to discuss how they organise the pre-school, manage staff and plan for children's development.
- The inspector sampled a range of documents, including suitability checks, recruitment documents and children's development information.

Inspector

Tristine Hardwick

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know how to identify and report any concerns they have about children's safety and welfare. They attend regular child protection update training, to help ensure they are aware of any changes. Staff keep up-to-date contact numbers, so they can report concerns promptly. Altogether, the management team monitors staff performance well. It meets regularly and shares concerns, new knowledge and skills gained from courses, helping to maintain consistent teaching standards. All staff complete ongoing training to increase their skills, which helps them to support children further, such as with their communication skills.

Quality of teaching, learning and assessment is good

Staff are good role models. They sensitively interact with children and thread learning well into their play. For example, as children play with sand, staff use repetitive words, such as 'tap tap tap', to extend younger children's language and expressive skills. Staff support children's development well. They effectively monitor their progress through ongoing observations and assessments, which helps them to identify and support any gaps in children's learning. Staff work well with parents and other professionals to support children's individual needs. They regularly exchange information and devise ways they can work together to support children consistently, for example, to support language skills. Partnerships with parents are effective.

Personal development, behaviour and welfare are good

Staff prepare a range of activities that engages children in their play. Children work well with their friends, and older ones learn to manage challenging situations, such as working out seating arrangements. Children behave well. Staff constantly praise children, which helps to develop positive self-esteem and eagerness to learn. Children learn to become independent, such as washing their hands, and, as they become older, they learn the importance of good health. For example, older children tell younger ones, 'You need to put your hand on your mouth when you cough.' Staff are vigilant and follow good practices to keep children safe. For example, they complete daily checks to ensure the spaces are safe and free from hazards, and that equipment is well maintained and safe.

Outcomes for children are good

Children make good progress in relation to their starting points. They enjoy a variety of activities across all areas of learning. All children make independent play choices and control where they want to play, such as choosing between indoors and outside. They build secure physical skills. Younger ones, for example, learn to walk up and down steps or use their smaller muscles to make marks in sand. Older children use writing equipment, such as pens, and learn to form letters. Children benefit well from a range of opportunities to develop their literacy skills. They 'self-register' in the morning and learn to recognise their name. They also learn the sounds of letters, which altogether support very early reading skills successfully. Children develop a wide range of skills and prepare well for their eventual move to school.

Setting details

Unique reference number	EY501062
Local authority	Devon
Inspection number	1053749
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	10
Number of children on roll	10
Name of registered person	Cat Preschools Limited
Registered person unique reference number	RP535463
Date of previous inspection	Not applicable
Telephone number	01769 580535

East Worlington Preschool registered in 2016. The pre-school is open Monday, Wednesday and Friday from 9am until 3.30pm, term time only. There are two members of staff. The manager holds a level 3 qualification in early years and the other member of staff is unqualified. The pre-school receives funding to provide free early education for children aged two, three and four years.

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