

Kennford Playbox

The Kenn Centre, Exeter Road Kennford, Kennford, EXETER EX6 7UE



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| Inspection date | 5 February 2019 |
| Previous inspection date | 23 November 2015 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- Leadership and management are inspirational. Leaders and managers continuously look for ways to enhance the quality of care and education. For example, they make alterations to the outside play areas, including well-resourced water walls with guttering and funnels, mud kitchen, sand shed, digging areas and climbing wall, which provide rich and stimulating experiences for children every day.
- The manager is an excellent role model for all staff. As a skilled practitioner, she shares her expertise and regularly monitors the quality of the provision. She provides focused feedback to improve staff's practice, as well as tailored training and development to secure further improvements. All children make very good and often rapid progress from their starting points.
- Staff use their skilful knowledge to further enhance opportunities. They use excellent questioning skills to help children expand ideas, building on what they already know. For example, children climb on to the wooden apparatus and decide 'to be pirates and look for treasure'. Staff dress up and fully participate in the story. They lead the children outside using dance and songs to hide the treasure. Children excitedly extend their ideas, as they quickly return indoors and find paper to draw their treasure maps. They draw lines to follow, pictures of volcanoes and tell staff 'x marks the spot'.
- Children use and apply their knowledge, understanding and skills very well. For example, they build walls with large foam bricks, outside on the ground in the rain. Staff skilfully use the opportunity to reinforce counting and simple calculations. Children discover the wet bricks will stick to the acrylic windows and enthusiastically build higher walls. They confidently describe the patterns they create with the bricks, using excellent mathematical language, such as 'taller', 'one more' and 'rectangle'.
- Staff support children with special educational needs and/or disabilities extremely well. For example, highly focused one-to-one intervention improves children's speech and language development. As a result, children make exceptional progress in their communication skills from below average starting points.

What the setting needs to do to improve further

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

- continue to strengthen parent partnerships so they are supported even further to share more information about their child's learning at home.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the manager and the nominated individual.
- The inspector spoke with staff and children.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at relevant documentation, such as evidence of the suitability and qualifications of staff, children's assessment records, and policies and procedures.

Inspector

Linda Williamson

Inspection findings

Effectiveness of leadership and management is outstanding

Leaders, managers and the staff team are dedicated and passionate. They share a common vision for the continued success of the pre-school. Staff regularly receive training to further develop their teaching skills to meet the varying needs of all children that attend. As a result, staff expertly support and encourage children who need a little more time and challenge those with a deeper understanding. Managers frequently review staff's knowledge of safeguarding during meetings, supervisions and appraisals. Safeguarding is effective. Excellent use is made of additional funding received to improve the curriculum. As a result, the gap in children's outcomes is narrowing. Staff develop strong relationships with parents and carers to establish trust. Staff make very good use of secure social media and online learning journals to record, track and celebrate children's development.

Quality of teaching, learning and assessment is outstanding

The indoor and outdoor areas are highly stimulating and organised, enabling children to make progress in all areas of learning. There are many labels and printed words to show children that print has meaning. Staff extend this by writing children's descriptions of their creative work, to reinforce their early literacy learning as well as celebrating their achievements. Staff approach planning and assessment as a team, and therefore have a greater knowledge and understanding of the children as individuals and as a group. Children's assessment records are comprehensive and accurate. Staff plan opportunities and activities that will grab the interests of the children and set them up so they are able to make strong links in their learning. For example, staff sensitively model a Chinese tea ceremony and children extend their own play and ideas. Children carefully reset the table with cups and teapot and invite their friends to join them. They explain how to bow and remove their shoes 'to show care and respect', before sitting cross-legged on the floor.

Personal development, behaviour and welfare are outstanding

Staff are exceptional role models. They praise all children's efforts, and achievements are celebrated. As a result, children learn to feel proud of themselves. Children's behaviour is excellent, and they are skilled at helping each other, sharing and taking turns. A 'special helper' is chosen for the day to assist with the preparations for snack time. Children show high levels of independence, and decision-making and self-help skills. For example, they select a plate, confidently choose from the buffet-style display of nutritious foods, pour a drink and sit down at the table with their friends.

Outcomes for children are outstanding

Children settle quickly into the pre-school routines, and they are eager and ready to learn. They immerse themselves into new experiences, sustain their concentration and develop resilience in order to complete an activity, such as drawing detailed pictures of dragons on fan-folded paper. Children receive a very smooth transition from the pre-school for the rest of their learning journey. They benefit from the very strong links and regular sharing of information throughout the year between the pre-school and local schools.

Setting details

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| Unique reference number | EY366991 |
| Local authority | Devon |
| Inspection number | 10062549 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 24 |
| Name of registered person | Kennford Playbox Committee |
| Registered person unique reference number | RP517740 |
| Date of previous inspection | 23 November 2015 |
| Telephone number | 01392 833488 |

Kennford Playbox is a committee-run pre-school, which operates from the village of Kennford, on the outskirts of Exeter in Devon. The pre-school first registered in their current premises in 2007. Morning and afternoon sessions operate Monday to Friday during school term times from 8.30am to 3.15pm. The pre-school receives early education funding for children aged two, three and four years. The pre-school employs six members of staff. Of whom, four have qualifications at level 3 or above.

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