

Cat Preschools Lapford

Eastington Lane, Crediton EX17 6QE



Inspection date	15 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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

- Leaders and the manager work exceptionally well together and with other provision within the academy. As a result, children who require additional support receive good levels of assistance to help them make good progress.
- Children demonstrate they are happy and feel safe at the pre-school. Staff take time to build positive relationships with children and their families and they get to know them well. This supports children's personal and emotional development.
- Leaders and the manager evaluate the children's assessment records well and make changes that have a positive impact. For example, a review of children's understanding about writing as a form of communication, led to the introduction of exciting ways to help them develop their mark making skills with increased success.
- Staff work very effectively with the local school. They receive good-quality training to further improve their teaching. For example, following the introduction of a structured programme that boosts children's progress in language and communication. Children have made rapid progress in their speech development.
- Staff skilfully plan and provide a very interesting outdoor curriculum, they make excellent use of the large conservation area. Children develop many skills as they excitedly search for hidden toy bears, take part in a teddy bear's picnic and draw and write about what they can see within the woods.
- Partnerships with parents are strong. Staff share regular updates with parents, for example, through online systems and meetings, and provide them with good-quality information about their child's progress. Parents regularly share with staff what their child has learnt at home.
- Leaders and the manager do not fully evaluate the effectiveness of teaching to provide accurate feedback and subsequent professional development opportunities for staff. As a result, some teaching is not consistently strong.
- On occasion, staff do not plan how they will meet children's needs during times when they move between activities and daily routines. For example, staff provide limited engagement while children spend time in line waiting for others to join them.

What the setting needs to do to improve further

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

- continue to develop the evaluation of staff's teaching, to provide accurate feedback and professional development opportunities and raise the quality of teaching even further
- improve further the planning of activities and daily routines, to ensure staff meet the needs of children consistently during change over times.

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 held discussions with the directors, manager and staff.
- The inspector looked at relevant documentation, including children's learning records and evidence of the suitability of all persons working on the premises.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector spoke to parents and took account of their views.

Inspector

Linda Williamson

Inspection findings

Effectiveness of leadership and management is good

Leaders and the manager provide good levels of support to staff through weekly meetings. They identify what improvements they need to make to increase resources. For example, a large sand pit is near completion as observations show the sand tray captures the children's attention and provides many opportunities to develop a range of skills. The manager is enthusiastic and a good role model. She monitors children's development effectively to identify any gaps in children's learning and takes prompt action to provide additional support. Children make good progress and, in some cases, very good progress. Staff keep their safeguarding knowledge up to date. They have a good awareness of child protection issues and how to respond to these appropriately. Safeguarding is effective. Staff use additional funding well to provide children with increased support in life experiences. Good partnerships with external agencies and other childcare providers promotes a consistent approach to children's care and learning.

Quality of teaching, learning and assessment is good

Staff provide a varied range of exciting activities and experiences for children based on a secure knowledge of their interests, abilities and needs. For example, children show good levels of concentration as they construct with small plastic bricks. Staff praise children for trying hard and thinking about which piece will fit. Staff extend children's mathematical development well. They provide many opportunities for children to count and recognise numerals as they play. Staff encourage children to recognise the shapes and phonetic sound of the letters in their name. Children show excellent skills as they paint and write their name independently.

Personal development, behaviour and welfare are good

Staff support children to share resources and play cooperatively with each other effectively. Staff provide good explanation of how to play safely and with kindness. Children listen well and their behaviour is very good. Staff regularly praise children's achievements. Children are very keen to place stamps in their card to acknowledge their success. As a result, children quickly grow in confidence and independence. Children learn about the importance of following good hygiene routines. For example, they know when and how to help themselves to the antibacterial spray. Staff provide food and snacks that are very healthy and nutritious.

Outcomes for children are good

Children have regular opportunities to take part in school activities, such as joining in the morning assembly and eating their midday meal in the large school hall. This helps to prepare children well for their eventual move to school. Children respond well to instructions, for example, they keenly help to clear away resources. They take part in activities with enthusiasm and are becoming motivated learners.

Setting details

Unique reference number	EY537034
Local authority	Devon
Inspection number	10077128
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	12
Name of registered person	Cat Preschools Limited
Registered person unique reference number	RP535463
Date of previous inspection	Not applicable
Telephone number	01363 83162

Cat Preschools Lapford re-registered as part of CAT Preschools Limited in 2016. It operates from Lapford Community Primary School in Lapford, Devon. The pre-school is open Monday, Wednesday and Friday from 9.15am to 3.15pm, term time only. There are three staff that work with the children. One has a qualification at level 5 and two have a qualification at level 3.

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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

