

Doddiscombsleigh Pre School



Doddiscombsleigh Primary School, Doddiscombsleigh, Exeter, Devon EX6 7PR

Inspection date	28 March 2019
Previous inspection date	10 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

- Children have a good understanding of how to identify risk and keep themselves and others safe. For example, staff ask children if they have checked to see if they are playing safely. They discuss possible hazards and problem solve to reduce risk, such as moving their play or building a barrier to stop the ball accidentally hitting their friends.
- Partnerships with parents are good. Staff use a variety of effective methods to communicate daily with parents, for example regular parents' meetings. Parents are highly complimentary about the care and learning their children receive.
- The manager and committee have high aspirations for the pre-school and implement effective systems to drive improvements to the provision for the benefit of children and the wider community.
- Children form close and caring relationships with staff and each other. Key persons make good use of the information they gather about children to help them settle into the pre-school.
- Older children develop excellent body control and muscle strength. They show good awareness of space and negotiate obstacles very well. For example, as they competently ride two-wheeled bikes with pedals. Young children show high levels of energy and good physical skills as they push themselves along on balance bikes at speed using both feet.
- Staff do not make the most of all opportunities to help children to gain an understanding of online safety when using technology.
- Occasionally, staff do not focus activities enough to ensure that all children are appropriately challenged across all areas of learning and development.

What the setting needs to do to improve further

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

- provide opportunities for children to develop a greater understanding of online safety
- ensure that children are provided with appropriate challenge during planned activities, to further their learning and development across the whole curriculum.

Inspection activities

- The inspection completed a joint observation with the manager.
- The inspector looked at a range of documents, including the suitability of staff to work with children.
- The inspector observed staff interacting with children both indoors and outside and assessed the impact of this on children's learning.
- The inspector spoke with parents and took account of their views.
- The inspector held discussions with the manager and nominated individual.

Inspector

Gemma Rolstone

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager, staff and committee members have a good awareness of their responsibilities to protect children's welfare and know who to contact should a concern arise. Overall, the committee provides training and supervision to help staff understand their role. Staff work extremely closely with teachers from the adjoining primary school. For example, they collaborate on fundraising events, discuss children's development and share resources, such as the gardening and pond areas. This helps to create a shared and consistent approach to children's learning. The manager monitors how well individual and the different groups of children are progressing in their learning. Staff work well with outside agencies to ensure that all children get the support they need, including those with special educational needs and/or disabilities (SEND).

Quality of teaching, learning and assessment is good

Staff focus well on developing children's understanding of mathematical language and children use size comparisons freely in their play. Children show a love of reading and frequently ask staff to share books as a group and individually. Children delight in predicting what will happen next in the story and joining in with repeated refrains from their favourite books. Staff provide children with lots of opportunity for mark making through a well-resourced environment. For example, children enjoy writing 'lots of letters' and they busy themselves with paper, boxes, envelopes and tape. Staff support children's communication effectively. For instance, they repeat back words clearly to children and introduce new words to their vocabulary. They also use simple sign language to further develop the skills of all children, in particular those with SEND. Staff regularly observe and accurately assess children's development. They gather information from parents to inform children's starting points, as well as regularly throughout their time at the setting. Staff use this information well to plan activities that capture children's interest.

Personal development, behaviour and welfare are good

Children behave well and learn good social skills. This helps to promote children's well-being and self-esteem. Children are very considerate of each other and staff support them in cooperating and playing harmoniously with their friends. For example, staff encourage them to ask their friends independently if they can share toys and equipment. Staff are kind and calm in their approach. Behaviour is consistently supported with positive strategies, which even the youngest children understand and cooperate with. Children are supported to self-regulate well and staff adapt strategies as needed, for example, they give children the time and space they need to settle into the session.

Outcomes for children are good

All children are making good progress, including those with SEND. Children benefit from the excellent relationships between the pre-school and the adjoining school and are very well prepared for their move on to school. Children are confident and motivated to learn and enjoy exploring the setting both indoors and outdoors. Children receive consistent praise and show pride in their achievements, for example, when working together with a member of staff to complete a puzzle.

Setting details

Unique reference number	106110
Local authority	Devon
Inspection number	10072256
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	16
Number of children on roll	12
Name of registered person	Doddiscombsleigh Community Pre-School Group Committee
Registered person unique reference number	RP909020
Date of previous inspection	10 May 2016
Telephone number	01647 253695

Doddiscombsleigh Pre School registered in 1992. It operates from a room in a modular building situated in the grounds of Doddiscombsleigh Primary School, near Exeter. It opens on Monday and Thursday from 9am to 3.30pm and on Tuesday and Wednesday from 9am to midday. A lunch club is available from midday to 1pm. There are currently three members of staff employed to work directly with children. The manager and one member of staff hold a relevant qualification at level 3 and the assistant is qualified to level 2. The pre-school provides early years education to children aged two, three and four years.

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