

Inspection of Hatherleigh Pre-School

The Hatherleigh Community Centre, Bowling Green Lane, Hatherleigh, Okehampton
EX20 3HB

Inspection date: 10 June 2021

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy to arrive at pre-school and settle quickly, including those new to the setting. Staff provide children with activities that interest them, helping them to feel secure. Children wash their hands when entering the setting to help reduce the risk of COVID-19 (coronavirus) transmission. Children inform visitors that 'germs make you sick'. They understand the importance of good hygiene measures. Staff have high expectations for children's personal, social and emotional development. They provide opportunities for children to express their views, such as voting on their favourite fairy tales. They discuss in detail how the characters in the story might feel. Staff encourage children to develop mutual respect. For instance, staff provide positive posters of males and females working in the dairy industry. This encourages children to learn about similarities and differences between themselves and others.

Children confidently make independent choices in their play. They choose from a selection of activities both inside and outdoors. Children enjoy painting with water. They show good hand-to-eye coordination in preparation for early writing. Children behave well and enjoy being physically active. They show good balance and control when on the climbing frame.

What does the early years setting do well and what does it need to do better?

- The managers reflect well on their practice and have regular supervision meetings with staff. This helps them to consider different ways to enhance children's development. For example, staff find innovative ways to help children learn the letters and sounds in their name. This contributes to children's understanding of early reading.
- Children have good opportunities to discuss and manage their emotions. They talk about how the newly developed garden area makes them feel. Children state, 'The flowers make me happy'. Staff put these thoughts on display around the setting, to show how children feel. Staff provide children with different ways to channel their feelings positively. Children enjoy being active outside. They throw balls at a target or toss sponges into a bucket.
- Management and staff know children well. They obtain children's starting points and plan activities to help children progress. However, activities are not left out for children to explore independently. For example, children show an interest in making 'number plates' and planting saplings. Staff soon tidy these activities away, meaning children do not revisit them in the short term. This does not help children to build on their prior knowledge and extend their learning. In addition, staff do not explain the purpose of activities to help children understand what it is they would like them to learn.
- Partnerships with parents are effective. Staff provide daily information to parents

about their child's day. They provide 'to and fro' books and targeted care plans, providing parents with information about how to meet their child's individual needs. Parents can leave their views via a 'comments box'. The managers respond promptly to these, addressing all points effectively.

- The setting works closely with other professionals. They work hard to ensure the smooth transition between the pre-school and the local primary school. For example, the Reception teacher visits the pre-school. She provides information packs on starting school and interacts with children. Staff make lovely displays of the school environment and of teaching staff. Children become familiar with their future setting.
- Staff work hard to improve children's communication and social skills. Children share and consider other people's viewpoints. Staff repeat sentences clearly to help children's vocabulary. Children take part in group activities to promote their listening and speaking skills. However, their learning is not always maximised during whole- or large-group sessions. Learning experiences are not organised as effectively as they could be to meet all children's individual needs. Children occasionally lose focus and distract their classmates.
- Children have good levels of self-esteem and confidence. They take pride in their work, showing visitors what they can achieve, for example when mixing paint. Children learn how to make purple by combining red and blue paint.
- Staff are passionate in providing all children with opportunities to be at one with nature. Children learn how plants grow and how to re-pot saplings. They use good mathematical language when deciding which size pots to use. Children talk about how the bag of compost is 'heavy'. They place food waste in the compost bin and develop an understanding of decay.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a strong understanding in their duty to protect children from harm. They know how to identify and report any concerns should they feel a child is at risk. They work closely with other professionals to ensure children's welfare. Staff help to keep children safe. They use a 'walking rope' for children to hold during walks within the community, to help them all stay together. Children practise regular fire drills with staff in the event of an emergency.

What does the setting need to do to improve?

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

- support staff to help children understand the purpose of activities and give them opportunities to revisit these, building on what they already know and can do
- review whole-group activities, catering for children's individual needs so they consistently maintain attention, to benefit their communication skills.

Setting details

Unique reference number	EY548519
Local authority	Devon
Inspection number	10174421
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	37
Number of children on roll	38
Name of registered person	Hatherleigh Pre-School CIO
Registered person unique reference number	RP548518
Telephone number	01837 811264
Date of previous inspection	Not applicable

Information about this early years setting

Hatherleigh Pre-School registered at its current premises in 2017 and operates within Hatherleigh Community Centre, next to the Children's Centre. The pre-school is open Monday to Friday from 8.30am to 3pm during term time only. It also offers care on Monday, Wednesday and Friday during the summer holidays. There are 10 members of staff, eight of whom hold an appropriate early years qualification. The pre-school receives funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- Children spoke to the inspector about the pictures they had made. The inspector sought the views of parents through written comments and verbal discussions to ascertain their thoughts of the provision.
- One of the joint managers and the inspector completed a learning walk together to discuss what children are learning and the impact it has on their development.
- The inspector looked at statutory documentation, including the validity of paediatric first-aid certificates, staff suitability and child protection policies.
- A joint observation was carried out by one of the managers and the inspector, where they discussed the quality of teaching.

We carried out this inspection 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.

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