

Inspection of Stockland and Yarcombe Pre-school

Stockland Victory Village Hall, Stockland, Honiton, Devon EX14 9EF

Inspection date: 15 July 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children are very confident and happy at the pre-school. They quickly link with their friends and become involved in one of the fun activities that staff have set up ready for their arrival. Children behave well and care about each other. For example, when a child notices a younger child struggling to reach a paper hand-towel, they pass one to them. The pre-school temporarily closed due to the Covid-19 (coronavirus) pandemic. Staff worked extremely hard to maintain regular contact with all children and families and to continue to support children's progress from a distance.

Children show they are keen to learn, as they listen to, and follow, instructions. Staff are interested in what children have to say, asking questions as they speak and providing them with new vocabulary to extend their learning. Children use a wide range of tools with skill. Staff take time to show children how to use equipment successfully, such as the ice cream scoop. Children then use the scoop as they make play dough cupcakes. Children thoroughly enjoy their time at the pre-school and are excited to participate in activities. This is because staff base activities around children's interests and experiences. For example, recent planning has included pirates and football. As they play, their prior learning is evident. For example, when climbing to the top of the wooden pirate ship in the garden, a child says they need a telescope to help them see further. Key person arrangements are effective in ensuring that all staff have high expectations of children, based on their assessments of children's development. Overall, they provide the appropriate levels of support to help all children make good progress.

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

- Staff interact very well with children as they play. During a fruit tasting activity, they involve children in discussions about safety. They encourage children to use new vocabulary and introduce children to more complex mathematical language, such as fractions, as they cut the fruit in half. However, in some group activities staff are not fully focussed on individual children's next steps. This means that, occasionally, children lose interest and do not benefit from the activity as much as possible.
- Children understand boundaries and rules. For example, a child asks to use the sand timer as they and a friend share the use of the balance bike. Staff are quick to praise children for their good behaviour, kindness and ability to share. This gives children confidence and a strong sense of pride and helps to build strong relationships.
- Leadership and management of the setting is good. Management and staff share a strong commitment to provide the very best learning experience for the children. Closures of the setting due to COVID-19 and changes in staffing have

been managed well, to minimise any impact on children. Frequent staff meetings helps to ensure that all staff are confident in their roles and responsibilities and work together to plan the curriculum for children. Arrangements for monitoring staff performance are not fully embedded. As a result, areas for improvement are not always identified and actioned as promptly as possible.

- Partnerships with parents are extremely strong. Parents comment on how well each member of staff knows their child and how well informed they are about children's progress and next steps. When the pre-school was closed, staff encouraged parents to share their observations of children's development. This enabled them to continue to monitor and support children's progress, and suggest activities that parents could offer at home to extend progress further.
- A clear focus of the pre-school is on children's social skills and language development. Staff constantly involve children in discussions, provide opportunities to share books and stories and sing songs. Less confident children watch and listen with interest. They smile with delight as staff notice them joining in with actions to a favourite rhyme. This increases their confidence and encourages them to join in with others.
- Children's physical development is supported well. Staff carefully consider how they can provide resources that allow children to build on their skills. For example, ride-on toys are freely accessible and range from push-along toys up to balance bikes. Children talk about foods that are healthy and foods that help them to run faster at sports day. They start to recognise the benefits of healthy lifestyles.
- Staff link closely with other settings children also attend. They build strong links with the local school, visiting on a weekly basis. Children talk with enthusiasm about their imminent move to school, showing how well they are prepared for this change.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders understand their responsibilities with regard to child protection. Since their last inspection, there has been a focus on ensuring that staff are confident in procedures. Training and staff meetings have helped to ensure that all staff have a detailed understanding of their individual roles and responsibilities to escalate any concerns. New staff are thoroughly vetted and receive a detailed induction. This ensures they are clear about how to keep children safe. Managers and key persons work effectively with other agencies to safeguard children. Frequent and effective risk assessments help to ensure staff maintain a safe and secure environment.

What does the setting need to do to improve?

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

- ensure children's next steps are sufficiently detailed, so that all staff understand how they can adapt activities to provide the appropriate levels of support to each individual
- improve arrangements for monitoring the effectiveness of the teaching and the quality of education to ensure that children's individual learning needs are met consistently during all activities.

Setting details

Unique reference number	106046
Local authority	Devon
Inspection number	10149802
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	26
Name of registered person	Stockland and Yarcombe Pre-School Committee
Registered person unique reference number	RP907751
Telephone number	01404 881540
Date of previous inspection	9 March 2020

Information about this early years setting

Stockland and Yarcombe Pre-school opened in 1976 and is run by a parents' committee. The pre-school is set in the rural village of Stockland, near Honiton, East Devon. Sessions run from 9am to 3pm on Monday, Wednesday and Thursday, and from 9am to 12.15pm on Friday, term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. There are four members of staff who work with the children. All of these hold childcare qualifications at level 3.

Information about this inspection

Inspector

Samantha Powis

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and deputy manager led the inspector on a learning walk of the pre-school and discussed their priorities in the curriculum they deliver to children.
- Discussions were held with the nominated individual from the committee and the manager of the setting.
- The inspector spoke with a number of parents and their views were taken into account. The inspector spoke with children and staff at appropriate times.
- A sample of documentation was reviewed, including evidence of Disclosure and Barring Service checks, staff qualifications and safeguarding records.
- The inspector and the manager observed an activity and shared their views on how well staff deliver the curriculum to children.

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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