

Inspection of Exbourne Preschool

Exbourne Methodist Church, Fore Street, Exbourne, Okehampton, Devon EX20 3RU

Inspection date: 29 September 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children happily explore the environment. They are free to choose from a range of learning opportunities. Children use a range of tools confidently and they are physically active in their play. Children demonstrate a positive attitude to their learning and they take pride in their achievements. They are well supported by dedicated staff who follow their interests and meet their individual needs. For instance, staff provide 'cue cards' for those children with speech and language difficulties. This helps them to communicate and learn new words. Children are well behaved and responsive to the adults who care for them. They understand the routines of the setting. Staff teach them to share with their friends as they play together. Staff and children have warm and trusting relationships, helping children to feel safe and secure. The setting has high expectations of all children, including those with special educational needs and/or disabilities (SEND). Staff provide children with extra support when they need it to ensure that all children make good progress. This helps to prepare children with the necessary skills and knowledge for later learning. The setting has made some changes as a result of the COVID-19 (coronavirus) pandemic to ensure children's safety. They have limited the number of adults attending the setting but still enable parents to come in to help settle their children.

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

- Staff use questions very well to encourage children to talk about their ideas. For example, children say what they think will happen to ice when they add warm water. Children are becoming confident speakers, able to communicate with adults and each other.
- Children cooperate with one another well. For instance, they work together to pedal bicycles safely and take turns to use equipment. Staff consistently praise children for their kindness and good manners towards their friends.
- Children enthusiastically join in with familiar songs and recognise a range of resources to guess what the next song may be. Children show an interest in books and enjoy listening to stories read by staff. However, staff sometimes miss opportunities to share books that children have selected, to support their literacy skills further.
- Children are developing independence and the ability to do things for themselves. They hang their belongings on named pegs, pour their own drinks and take care of their personal needs where appropriate.
- Mealtimes are sociable occasions and children confidently use knives to prepare their snacks. The setting is keen to promote healthy eating. However, staff do not always work closely enough with parents to encourage children to make healthy choices to support their physical development. For example, staff enable children to bring in and choose sweet items before the healthier options.

- The setting has been through a turbulent time during the pandemic and a new leadership and management team have been appointed. They are passionate about the setting and its continued survival as a valuable place for the community. Parents recognise the improvements made recently. They comment how they are very happy that their children still have access to the good-quality provision.
- Staff get to know children and their families well and they regularly communicate with parents. Parents report that they know what their children are learning and how to support them at home.
- Staff are well trained and supported by the leadership team to ensure teaching is of a good standard. They continually think about ways to improve the setting to give children the best possible experience while in their care.
- The leadership team have a strong commitment to deliver high-quality care and education for all. They, and the staff, promptly identify children with SEND and use additional funding effectively. This helps to ensure that there is a high level of staff to provide children with the support that they need.
- The setting has good partnerships with other agencies and the local school. Children are very well supported to prepare them for the move to school, helping them to feel safe and secure.
- Staff support children well to help them understand diversity in age-appropriate ways. The setting promotes respect and teaches children to understand what makes them unique.

Safeguarding

The arrangements for safeguarding are effective.

Children's well-being and safety are of high priority. The leadership team and the staff have a secure knowledge of what to do if they have concerns about a child's welfare. They are confident in recognising the signs that may indicate a child is at risk from harm and how to report them. Staff know how to respond to allegations about another member of staff. When recruiting new staff, the leadership team and the committee follow a thorough process to ensure staff are suitable for their roles. All staff regularly undertake training in paediatric first aid. They quickly respond in identifying and removing any potential hazards.

What does the setting need to do to improve?

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

- further develop opportunities for children to share books and stories with adults to support their love of reading
- develop partnerships with parents even further to support children in making healthy choices.

Setting details

Unique reference number	EY547617
Local authority	Devon
Inspection number	10143596
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	20
Name of registered person	Exbourne Pre-School Committee
Registered person unique reference number	RP547616
Telephone number	01837 851382
Date of previous inspection	Not applicable

Information about this early years setting

Exbourne Preschool registered in 2017 and is located in the village of Exbourne. The pre-school is open from 8.30am to 3.30pm, Monday to Friday, during term time. It also offers care in the summer holidays. The setting provides free early education funding for children aged two-, three- and four-years-old. The pre-school employs six members of staff. Of these, the manager and one member of staff hold a recognised early years qualification at level 4. Three members of staff hold a level 3 qualification and one holds a qualification at level 2.

Information about this inspection

Inspector

Den Russell

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector went on a learning walk across all areas of the pre-school and discussed how the early years provision and curriculum are organised.
- The deputy manager and the inspector jointly observed and evaluated an activity.
- The manager and the nominated individual discussed the leadership of the setting with the inspector.
- The inspector spoke to children and parents to gather their views.

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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