

Inspection of Wembury Preschool

Allsorts Building, Wembury Primary School, Knighton Road, Wembury, PLYMOUTH
PL9 0EB

Inspection date: 27 January 2022

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	Outstanding

What is it like to attend this early years setting?

The provision is good

Friendly staff warmly welcome children into the pre-school. Children settle quickly into an activity of their choosing and there is an excited buzz in the environment. Staff have high expectations of children's personal development. Children independently hang up their belongings and self-register upon arrival. They are keen to share their experiences from home with staff, who respond attentively.

Overall, the sequencing of the curriculum is good. Staff find out about children's interests and starting points when they first join, and plan activities that capture their curiosity. All children enjoy outdoor physical activities with staff and an external sports coach. Younger children enjoy running after tennis balls in the fresh air and placing them in the net. Older children learn how to drop the ball in front of them and catch it once it bounces back up. This encourages good hand-to-eye coordination skills.

Children behave well. Staff are positive role models and encourage children to take turns when playing and to follow consistent boundaries, such as sitting down at the table when eating. Children learn how to use their manners and understand what is right and wrong. They are highly confident. Children independently climb onto the 'story tree' in the orchard and sing songs to the group, applauded by their peers and adults alike. They develop good self-esteem.

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

- Partnerships with parents are effective. Parents comment on how the pre-school keeps them up to date about their children's progress and areas to work on at home. They talk about how children are 'safe and happy' and have a 'sense of belonging within the community'.
- Children have good opportunities to develop their imagination. They use the mud kitchen to make pretend potions and perfumes by mixing various natural materials together. They also create their own menu, imaginatively making these with their peers.
- Opportunities to explore nature and be outside are strong. Children go on environmental walks, naming shapes, letters and numbers as they go. They visit the allotment where they help to grow food produce and eat these for snack. Children visit places in the community where they feed chickens and collect freshly laid eggs. Their understanding of the world is good.
- The planning of adult-led activities helps children to develop a range of skills, such as pen control, letter sounds and mathematical knowledge. However, staff do not always challenge older children enough to extend their learning, and younger children require more support to meet their individual needs.
- The pre-school has good links with the local school and nearby early years

settings. They share information regularly to ensure consistency in children's learning. The manager identifies any gaps in children's development, for example in mathematics, alongside the school headteacher, to ensure children make progress in these areas.

- Staff skilfully help children to develop good language and problem-solving skills. They consistently encourage children to tell them about past and present experiences, such as how to make scrambled egg, to help recall learning.
- Children enjoy independently accessing a good range of resources. Staff encourage them to make marks on mini clipboards when in the role play area, to encourage early writing skills. Children like sharing stories with adults and their peers in the book corner. However, after the lunch period, some staff attend to parents who are collecting their children, while other staff wash up or go on their own lunch break. Therefore, children's learning is not fully maximised during these periods.
- Staff attend regular training to help keep their knowledge updated. They use this, alongside working in partnership with other professionals, to support children with special educational needs and/or disabilities. Staff create small, achievable goals for children to help them make good progress in their development.
- Children become excited when looking for plastic ducks that have 'flown away' into the orchard. They work well as a team, looking for the ducks and then placing them into the basket once found. The children then count out how many ducks they have and decide if any are missing, supporting good number skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities in protecting children from harm. They are alert to potential signs of when children may be at risk and who to report their concerns to. The premises are secure. A keypad system allows only staff to enter the building. Staff ensure the protection of children when outside of the pre-school. They rigorously count children before leaving and upon their return. Children understand that they need to stay with staff once outside the building. The manager and staff help children to keep themselves safe, for example by encouraging them to speak out if there is something they do not like.

What does the setting need to do to improve?

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

- ensure the planning of adult-led activities meets all children's individual needs to support their overall development
- reconsider routines at lunchtime to ensure staff fully engage children in educational opportunities to keep them engrossed in learning.

Setting details

Unique reference number	EY242951
Local authority	Devon
Inspection number	10125952
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	34
Name of registered person	Wembury Pre-School Committee
Registered person unique reference number	RP527311
Telephone number	01752 863 472
Date of previous inspection	23 September 2014

Information about this early years setting

Wembury Pre-School registered in 2003 and is situated within the grounds of the village primary school. The pre-school is open from 8.30am to 3pm, Monday to Friday, during term time only. The pre-school is in receipt of free early education funding for children aged two, three and four years. There are seven members of staff who work with the children, all of whom hold relevant childcare qualifications, including the manager, who has a level 6 qualification.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector read a story to the children and gained parents' opinions about how they view the pre-school.
- A joint observation was carried out by the inspector and the manager, and they discussed the impact on children's learning.
- A range of documentation was looked at, including staff suitability, safeguarding procedures and the validity of staff paediatric first-aid certificates.

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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