

Inspection of Clyst Valley Pre-School

Clyst St Mary County Primary School, Clyst St Mary, Exeter, Devon EX5 1BG

Inspection date:

17 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children are welcomed into the setting by friendly staff, who encourage them to hang up their own coats. Children respond well to adults, who provide a wide range of resources inside and outside. Children are confident in the familiar routines of the setting and respond to signals, such as a bell for children to respond to the doors to the garden being opened.

Leaders have created a large role-play area for children to play imaginatively. Staff model how to play with dolls and encourage children to play together. Children enthusiastically sing songs and play cooperatively when using puppets as they remember rhymes. However, staff do not consistently ensure that their teaching is targeted well to meet children's learning needs. Staff identify where children may have gaps in their learning and seek advice from other agencies. However, leaders and staff do not always ensure that they use effective strategies to support children who may have development delays or special educational needs and/or disabilities (SEND). Key persons do not share information effectively to support children's needs. Leaders do not use the systems in place for monitoring staff practice in order to target support and training more effectively. Parents give positive feedback about the procedures in place for communicating with staff and the information they receive about their children's learning.

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

- Staff successfully engage children in the enjoyment of stories, songs and rhymes. Children enjoy opportunities to share books with their friends and happily chat together. Staff support children's understanding of counting to five as they sing and join in with number songs. Staff provide book packs for children to take home and share with their families to further support children's love of stories.
- Staff develop children's physical skills by providing attractive and interesting resources to interest them. Children persevere as they thread pipe cleaners through holes in a colander and peg clothes on a washing line. Staff encourage children to persist as they learn to cut with scissors along a straight line. Parents comment that staff develop children's confidence as they learn to make new friends and develop independence.
- Leaders ensure that staff carry out key training, such as child protection and first aid. However, leaders do not identify weaknesses in staff practice in order to prioritise support more effectively. As a result, staff do not all have sufficient knowledge about what they want children to learn and how this should be implemented. Staff work closely with children's parents to discuss children's development. However, this partnership working is not consistent when children also attend other settings.

- Leaders and staff identify where children have delays in development and ensure that children are referred to the relevant professionals to access support. However, key persons do not consistently use the strategies in place to provide targeted support so that all children can participate fully in activities. For example, visual support cards are not always used consistently to engage some children in communicating their needs.
- Staff plan group activities to help older, more-capable children prepare for the next stage of learning in school. Staff encourage children to listen to each other and take turns. Children behave well and some are progressing in learning to recognise sounds as they play I-spy. However, staff do not always have a clear understanding of how to target teaching to meet the needs of all children. Where children do not yet have skills to hear and say sounds correctly, staff do not always effectively plan learning opportunities to match their individual development.
- Younger children choose to play outdoors as a group and can access a wide range of resources. Children enjoy being creative as they make marks with chalk on the ground. Children delight in splashing with water and show curiosity as they explore volume in different containers. Children play happily alongside one another and enjoy the fresh air and exercise outside. Staff remind children to wash their hands before eating and they provide healthy snacks, which children share together.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibilities of how to keep children safe. They know what to do if they are worried about a child and how to report their concerns. They have received training to develop their knowledge about protecting children and have an awareness about wider aspects of safeguarding. The manager has effective systems in place to ensure the safe recruitment and vetting of staff. She ensures that staff have up-to-date information about keeping children safe, which is displayed for staff to access.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure all staff receive effective support and coaching to improve their knowledge and understanding of how to implement the curriculum for all children	10/03/2022

ensure that staff use effective strategies to support children with SEND and for those who require additional help	10/03/2022
make better use of key-person systems to share information and to meet children's individual needs.	10/03/2022

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

- further extend partnerships with other professionals in order to share information about children's learning and development.

Setting details

Unique reference number	105955
Local authority	Devon
Inspection number	10126060
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	37
Name of registered person	Clyst Valley Pre-School Committee
Registered person unique reference number	RP521297
Telephone number	01392 876615
Date of previous inspection	18 November 2015

Information about this early years setting

Clyst Valley Pre-School registered in 2001 and is situated in the grounds of Clyst St Mary Primary School. It is open Monday to Friday from 9.15am to 3.15pm, during term time. The pre-school receives funding for the provision of free early education for children aged three and four years. There are six members of staff, who hold appropriate childcare qualifications from levels 3 to 6.

Information about this inspection

Inspector

Stephanie Wright

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 inspector carried out a learning walk and joint observations with leaders and discussed the intent and implementation of activities.
- The inspector observed interactions between staff and children.
- The inspector spoke with several parents and took account of their feedback about the provision.
- The inspector scrutinised relevant documents, including some individual children's records and certificates of staff suitability.

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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