

Inspection of Newtown Community Pre-school

37 Blackboy Road, Exeter EX4 6SZ

Inspection date: 27 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children and parents are greeted warmly by friendly staff. Arrival and departure procedures have been revised to take account of the impact of COVID-19 pandemic, and children have adapted readily to the changes. Children are eager to start their day. They enjoy playing with their friends in the large playground. Children form strong attachments with the caring and kind staff. Staff provide good levels of support to help children to develop their physical skills. For example in the playground, staff hold children's hands to guide them up, across and down the climbing apparatus. Children gain confidence in their balancing skills and progress to use the apparatus independently. Staff praise children for their achievements. This helps to build children's self-esteem.

Staff are positive role models. They manage minor disagreements calmly. Children develop a good understanding of staff expectations. They use good manners and show respect for other children and adults. Children's behaviour is very good.

The curriculum is well planned and sequenced. Staff provide exciting activities based on children's interests and ensure that all areas of learning are accessible in both the indoor and outdoor environments. Staff have good knowledge of what children need to learn next and use this information successfully to progress children's learning. Children who receive additional funding are well supported.

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

- Staff show good knowledge and understanding of the impact of the pandemic on children's development. They place a high focus to improve children's personal, social and emotional skills. Staff help children to develop their confidence, independence and feel good about themselves. Older children learn useful skills in readiness for starting school.
- Although arrangements are in place to identify and support children with special educational needs and/or disabilities, further improvement is required to coordinate provision to meet the increase in the number of children attending the setting with additional needs.
- Staff place a strong focus on developing children's communication and language skills. Good teaching strategies support all children, especially those who are learning English as an additional language and/or have delayed speech. For example, staff talk about what they are doing so that children hear good language modelled in a context with visual support. Staff respond positively to all attempts to communicate. They know what language is spoken in child's home, and learn key words to provide additional help when needed. Staff ensure children use their home language as well as English during play.
- The manager and staff work well together to meet the needs of children.

However, there are limited opportunities for them to come together to share ideas, provide feedback and ask questions, to make more improvements to the overall running of the setting, staff morale and confidence.

- Outdoor areas are used very well. For example, in the playground, children enjoy using the range of bikes, trikes and scooters. They show increasing skill in steering and balancing as they go down the slope. There are lots of laughter and smiles at the end of their rides. In the garden, staff follow children's interest in watering the potted plants. They support children to fill up their little watering cans and explain why the plants need water to drink.
- The dedicated manager is committed to offer affordable, high-quality care and education. She undertakes many responsibilities to ensure the pre-school complies with requirements. Although she receives support from other trustees, there are too few procedures in place to closely monitor the effectiveness of her role and to develop the provision further.
- Parents speak highly of the pre-school and the relationship staff have formed with the children. The online system and regular discussions ensure parents receive information about their children's care and progress.
- Children enjoy regular story times and singing. They listen attentively, and enthusiastically join in with the repeated phrases. Staff skilfully extend children's interest and learning. For example, after a story about a child looking for eggs on a farm, staff encourage children to search for plastic coloured eggs in a large box full of straw. Children are supported to name colours, count, compare and shake the eggs. They show delight to find a toy chick in one of them.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular training and have a good understanding of child protection policies and procedures. They are aware of the signs and symptoms that would indicate a child is more vulnerable or at risk of abuse. Staff are knowledgeable about the procedures to follow should they have a concern about a child in their care or about a colleague. Children learn how to keep themselves and others safe. For example, they follow instructions and hold the handrail when using the outdoor steps. Staff complete risk assessments and appropriately identify any hazards that may cause harm. As a result, children are closely supervised to reduce the risk of children's access to the garden shed.

What does the setting need to do to improve?

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

- continue to develop trustees' knowledge and understanding of the statutory framework of the early years foundation stage, to improve procedures to monitor the effectiveness of the manager and to develop the provision further

- continue to improve arrangements to coordinate provision to meet the increase in the number of children attending the setting with additional needs
- increase opportunities for manager and staff to come together to share ideas, provide feedback and ask questions, to make further improvements to the overall running of the setting, staff morale and confidence.

Setting details

Unique reference number	EY536956
Local authority	Devon
Inspection number	10221225
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 5
Total number of places	24
Number of children on roll	24
Name of registered person	Newtown Community Preschool Committee
Registered person unique reference number	RP907534
Telephone number	07794 317462
Date of previous inspection	28 November 2018

Information about this early years setting

Newtown Community Pre-school re-registered in 2016 and is situated in Exeter, Devon. It is open from 8.30am until 5pm Monday to Friday during term time only. There are six members of staff. Of these, the manager and one other member of staff hold qualified teacher status. One member of staff holds an early years qualification at level 3 and two hold level 2. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Linda Williamson

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 setting.
- This inspection was carried out as a result of a risk assessment, following information received about the provider
- 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 viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- Children spoke to the inspector about what they enjoy doing while at the setting.

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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