

Inspection of Stoke Hill Pre-School and Day Nursery

183a Mincinglake Road, Stoke Hill, Exeter, Devon EX4 7DS

Inspection date: 20 June 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in their learning at this exceptional setting. Passionate, knowledgeable and experienced staff skilfully identify children's next steps in learning. The curriculum targets specific learning for individual children. Staff identify if a child may need additional support from the outset and work with families and external agencies to ensure all children, regardless of their starting points, achieve the best possible outcomes. More-able children are supported in personalised learning projects which support their next steps in learning alongside their interests. Children make excellent progress.

Staff have very nurturing relationships with children. Children have a strong sense of belonging and well-being. Staff have very high expectations of children's behaviour and what they can achieve. For example, older children are taught to be responsible for certain chores, such as emptying the paper bins and washing the snack dishes. Children delight in carrying out these tasks and show high levels of independence and confidence. Younger children are exceptionally well prepared for their next stage in education. Staff are very clear about what it is they want children to achieve, and they work in excellent partnership with parents to ensure children's well-being and development are supported at home. Behaviour is excellent. Children are aware of the impact their behaviour can have on others and articulate this in group discussions.

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

- Books, stories and rhymes are embedded in practice and are used around the setting to complement specific learning taking place. For example, children have been learning about the life cycle of a frog in the pond area and books are provided to support their learning. Staff engage in rich and meaningful conversations with the children and discuss the meaning of new words such as 'prance'. Children demonstrate high levels of engagement and enjoyment during whole group story sessions, small group reading and singing with adults.
- Led by the exceptional manager, the staff are passionate about ensuring all children have high-quality experiences which prepare them for their next stage of education. They use professional development to drive forward improvements in teaching. For example, the manager has worked in partnership with a setting to develop the teaching of letters and sounds in order to support older children with their transition to school. Children show a keen interest in letters and sounds. Making marks is given a very high priority, and children enjoy using various tools to practise creating letter shapes in their play.
- The promotion of respect for people, families and community is supported via topic-based learning, key texts and activities. Differences and similarities between children and families are celebrated. For example, a large display

features every child's key members in their family. Children show high levels of respect for one another and adults. Children are supported in learning about the community through enjoyable activities such as visiting the allotment and inviting families in for celebrations. The setting prides itself on operating as a 'family.' Recently, all families attended an 'open house' to celebrate the Queen's Platinum Jubilee. The manager plans to extend opportunities for the children to integrate into the wider community more.

- Opportunities to practise counting are embedded in the curriculum. Children develop a strong sense of number and delight in opportunities to count. Older children demonstrate secure counting skills and use their knowledge to solve problems. For example, older children work out how many adults are present when one more arrives. Younger children independently select props to sing nursery rhymes and develop their understanding of subtraction.
- Parents are overwhelmingly positive about the excellent partnerships established with them. They are keen to share their favourable views. They comment that the settling-in process is supportive and is tailored to individual children's needs. Parents describe the wonderful care and support that is afforded to the children and parents to ensure that children make the best possible progress. Parents describe the setting as 'superb', 'homely' and 'caring.'
- The manager has very high expectations of staff. She has a very professional rapport with them, and the setting has a very positive atmosphere. Termly appraisals are used to identify and support staff in their continued professional development. The manager supports staff by ensuring that workload is manageable. A 'wellness' space was designed so that staff have an area to nurture their well-being. Staff report that they feel well supported at the setting and are confident to ask for support if needed.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have an excellent understanding of their responsibility in recognising and reporting any concerns about a child's welfare. Safeguarding is given a high priority, and children at risk are tracked weekly to ensure that they remain safe and staff are vigilant to any concerns. The manager and safeguarding lead devise quizzes to ensure staff know how to recognise when a child may be at risk of harm. Staff carry out daily risk assessments and have a strict protocol to follow during a fire evacuation. The communication between staff to ensure children are safe is exemplary.

Setting details

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| Unique reference number | 106048 |
| Local authority | Devon |
| Inspection number | 10126061 |
| 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 | 1 to 4 |
| Total number of places | 28 |
| Number of children on roll | 45 |
| Name of registered person | Stoke Hill Pre-School |
| Registered person unique reference number | RP522081 |
| Telephone number | 01392 426898 |
| Date of previous inspection | 1 February 2016 |

Information about this early years setting

Stoke Hill Pre-School and Day Nursery registered in 2001. It operates from a purpose-built site within a residential area of Exeter. It is open from Monday to Friday, between 7:45am and 6pm, all year round. The setting receives funding to provide free early education for children aged two, three and four years. It employs nine members of staff. The manager and designated safeguarding lead hold a qualification at level 6, two members of staff hold a qualification at level 3 and two hold a qualification at level 2.

Information about this inspection

Inspector

Leanne Galloway

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 manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Parents shared their views of the setting with the inspector.
- A range of documentation was reviewed, including staff's qualification certificates.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector and manager observed children during activities and completed a follow-up discussion about children's learning and development.

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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