

Inspection of Maytree Preschool

The Hive, Woodbury Playing Fields, Town Lane, Woodbury, Exeter EX5 1NE

Inspection date: 11 July 2022

Overall effectiveness	Inadequate
------------------------------	-------------------

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Although children feel safe and secure within the setting, their well-being and safety are put at risk. This is because some staff have a weak understanding of critical aspects of the safeguarding procedures.

That said, children form warm and trusting relationships with the staff team. They enter the setting happily and are keen to explore the range of interesting activities on offer. Children are confident decision makers. They choose when to visit the snack counter and then select their own choices of food from a wide range of healthy alternatives.

All children make good progress in their learning. They take part in a stimulating and well-planned curriculum based around their differing interests. Staff know individual children well, and they provide secure support to help children to build their skills and knowledge to reach their potential. For example, some children excitedly create insect models using craft materials, refining their finger control and imagination in the process. Others explore a variety of model insects in the soil, using magnifying glasses to identify similarities and differences.

Children behave well and show a clear understanding of the carefully set pre-school expectations. They happily share and take turns without support. When staff turn on the 'special' music at set times, children independently begin to tidy away the resources without the need for prompts. Staff are good and consistent role models and treat children with kindness and consideration.

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

- The monitoring of the provision is not robust enough. This means that the management team are not able to quickly identify or address weaknesses in staff knowledge and understanding. This is particularly evident in relation to safeguarding procedures. This compromises children's safety.
- Staff provide clear explanations and effectively model skills to engage children in their learning. They make good use of open-ended questions to encourage children to recall and share their own experiences. Children eagerly recount their stories of visits to the local beach.
- Children develop strong early literacy skills. They independently find their name labels as they self-register at snack time. Older children recognise letters in their names and are beginning to write their own names. All children develop a love of books, which are used skilfully throughout the setting. Staff model how to use books to find facts about the insects they are observing. Children are fully engaged with the well-led story sessions and access books individually to tell their own stories.

- Staff effectively weave mathematical learning into the curriculum. Children show increasing skills as they confidently sort animals according to size and accurately predict and test which items are longer or taller. Staff provide good support to help children work out the number below and above when comparing ages, while older children count the number of children present and find the correct corresponding numeral.
- There are positive partnerships in place with parents and other providers. The pre-school has set up secure systems for sharing information between all settings. This means children who attend more than one setting benefit from continuity in their care and education. Parents appreciate the regular two-way flow of information about their children's achievements and the activity ideas to continue learning at home.
- Children benefit from the clear focus of developing healthy lifestyles. They enjoy a wide range of fruits for snack time. They show increasing levels of physical skills as they engage in the many different opportunities provided, such as obstacle courses and wheeled toys. They learn about why they need to wear hats in the sunshine and take regular drinks to keep hydrated.
- Staff recognise the impact the COVID-19 pandemic has had on children's ability to build secure friendships and to play cooperatively. Consequently, staff prioritise the language and skills children need to succeed and use funding effectively to support these outcomes. Children make strong progress in this area and are well prepared for their next stages in learning. They show high levels of concentration as they engage in imaginative play. They play harmoniously together, listen carefully to each other's ideas, and develop complex story lines to continue their role play.

Safeguarding

The arrangements for safeguarding are not effective.

The staff do not have a good enough understanding of how to safeguard children from possible abuse. Although they can identify some signs that may indicate a child is being abused, staff do not have a clear knowledge of the correct actions to take once initial concerns have been noted and recorded. They do not have a secure understanding of how to assess the identified risks posed or when to refer concerns on to external agencies. This compromises children's welfare. However, staff do know how to manage risks within the environment and ensure the physical play space is safe. They also teach children how to keep themselves safe. Staff provide gentle reminders to finish eating before leaving the table and children know to put on helmets before riding wheeled toys.

What does the setting need to do to improve?

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

	Due date
improve staff understanding of how and when to implement safeguarding procedures	26/09/2022
improve systems for monitoring the provision to ensure that all staff have a secure understanding of how to enact the safeguarding processes.	26/09/2022

Setting details

Unique reference number	2565269
Local authority	Devon
Inspection number	10239146
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	24
Number of children on roll	23
Name of registered person	Maytree Pre School - Woodbury Committee
Registered person unique reference number	RP909858
Telephone number	07967750955
Date of previous inspection	Not applicable

Information about this early years setting

Maytree Preschool re-registered in 2020, having first opened in 1992. It operates from The Hive, in the village of Woodbury, in Devon. The pre-school opens Monday to Friday from 9am to 3pm, during term time only. There are seven members of staff. Of these, three hold a relevant qualification at level 3 and one holds a relevant qualification at level 2. The manager and deputy manager are both qualified to level 6. The pre-school receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Jo Beighton

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 manager and the inspector carried out a joint observation of an outdoor activity.
- Parents shared their views of the setting with the inspector.
- Staff spoke to the inspector during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022