

Inspection of Rackerhayes Pre School

Chudleigh Road Hall, Chudleigh Road, Kingsteignton, NEWTON ABBOT, Devon
TQ12 3JU

Inspection date: 5 October 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

Good

What is it like to attend this early years setting?

The provision is outstanding

Children have a wonderful time at this pre-school. They have access to many exciting activities. The outside area has a play area and free-flow painting area for exploring, having fun with friends and enjoying creative play. Inside, there is an extensive climbing frame for learning how to take risks and develop physical skills. The children enjoy these activities very much. There is a special area in the pre-school, called 'Jackie's Classroom', where the children learn about the focus project of the half-term in small groups. Currently, they are exploring outer space through many enticing and engaging activities. For example, a highly successful activity involved making space aliens out of clay and colourful golf tees. At all times interactions with children are of a very high quality. The impact of the teaching is highly effective, and children are deeply engaged and sustain high levels of concentration.

The staff have excellent relationships with parents. They work together to support children's development. For example, children are given 'homework' to do with their parents. The activities are fun and support parents to be part of their child's learning. Staff teach children to have a love of learning, and they have pride in their achievements. Additionally, for children with special educational needs and/or disabilities (SEND), staff provide parents with duplicates of any supportive resources they create for individual children. Parents can then use these helpful aids at home to support their child.

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

- All children make excellent progress and experience teaching and learning which supports them to retain information, concentrate and reach deeper levels of thinking. Children have time to think and contribute to discussions. There is a strong focus on supporting communication and language. The staff use signs, words and images to encourage talking and communication. As the children walk into the preschool in the morning, the staff welcome the children using words and signs to say hello to everyone. Each child is cherished and knows they are unique. The staff use questions and offer new words as children play. Children learn that their opinions matter.
- The managers and staff have expert knowledge and teaching skills. They use these brilliantly to ensure the children make the best possible progress. The ambitious curriculum is well planned, and staff know what children can do and what they need to learn next. Staff share their knowledge of each child's progress so they can extend every child's learning, at all times.
- The staff have a firm understanding of the curriculum intent and take advantage of spontaneous opportunities to extend learning and interests further. Children are consistently challenged and make progress. For example, outdoors, children

were interested in the rain. The staff gave the children clear plastic pots so they could catch the rain, explore the patterns it made and measure its volume. The children really enjoyed this activity and were eager to join in, share and cooperate with each other.

- The provision for SEND children is excellent. The special educational needs and disabilities coordinator is extremely knowledgeable and skilled in best practice. He keeps himself up to date with training and models these superb skills for the rest of the team to follow. All staff receive high quality SEND training and are mentored in best practice. As a result, children with SEND receive an excellent, high-quality level of care and education and make excellent progress. Links with outside agencies, such as speech and language therapy, are very strong and effective in supporting the staff in their best practice.
- Children develop wonderful friendships and have respect for others as they play. Behaviour is superb and children are aware of the impact that their actions have on others. Children take turns and are kind to each other. Several children enjoyed a lovely moment of extremely cooperative play in the large mud kitchen. The children created a 'meal' together. Children concentrate fully and are motivated to join in with activities. They celebrate each other's achievements and staff support children as they play.
- The staff teach children about healthy lifestyle choices. The children are encouraged to try new foods. They learn the importance of dental hygiene and how to brush their teeth. Personal hygiene is extremely high, and all children know how to wash their hands very well, particularly before eating and after visiting the bathroom.
- Staff's well-being is excellent. The manager has created an environment where staff feel extremely valued and love to come to work. High quality and relevant training is provided for all staff and new knowledge is shared with others in regular staff meetings. This has a positive impact on teaching and learning for the children. The emotional well-being of the staff is highly valued. They feel appreciated and respected. The manager makes excellent adjustments for individual staff needs. Staff retention is exceptional.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand how to act on concerns about the welfare of children. They know how to refer allegations about any pre-school staff or other adults who care for children. Managers follow a rigorous and effective recruitment procedure and conduct regular appraisals and suitability checks. Staff inductions are thorough. New staff feel confident in their working environment and what is expected of them with regards to safeguarding. They are provided with training and have access to good-quality professional development. Managers have created suitable safeguarding arrangements to keep children safe. The setting makes appropriate referrals to other agencies when necessary.

Setting details

Unique reference number	EY469849
Local authority	Devon
Inspection number	10236279
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	31
Name of registered person	Rackerhayes Pre School Committee
Registered person unique reference number	RP910515
Telephone number	07791867573
Date of previous inspection	10 January 2017

Information about this early years setting

Rackerhayes Pre School registered in 1985 and re-registered in 2013 in new premises. It is a committee-run pre-school. It is situated within the church hall in Kingsteignton, in Newton Abbot, Devon. The pre-school is open from 9.30am to 3.30pm on Mondays, Tuesdays and Fridays, and from 9.15am to 1.15pm on Wednesdays and Thursdays, during term time only. A lunch club operates every day between 12.30pm and 1.30pm. The nursery receives funding to provide free early years education for children aged two, three and four years. There are nine staff. The manager and one other member of staff have early years qualifications at level 4, four have qualifications at level 3, one has early years qualification at level 2 and two members of staff are unqualified.

Information about this inspection

Inspector

Victoria Jones

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 provider and has taken that into account in their evaluation of the setting.
- The inspector spoke with the staff and children during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector read feedback from parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector carried out a joint observation with the manager.

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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