

# Inspection of Uffculme Pre-School & Out of Hours Care

c/o Uffculme CP School, Ashley Road, Uffculme, Cullompton, Devon EX15 3AY

---

Inspection date: 10 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
----------------------------------------------	------

## What is it like to attend this early years setting?

### The provision is good

Children and parents receive a warm welcome as they arrive at the setting. Staff are friendly and enthusiastic as they greet them. Children confidently say goodbye to their parents. They settle quickly as they make choices in their learning. Children explore their creativity as they engage in imaginary play. They press pieces of paper into a tray to form a cake case. They carefully fill them with coloured rice and put them in the play oven to bake cakes for their friends.

Staff have high expectations for all children. They provide a stimulating environment that captivates children's interests, both indoors and outdoors. For example, children are developing a love of nature and wildlife. They use spades to hunt for worms outside. Children find a worm in the soil, causing great excitement. Staff respond quickly, collecting the worm in their hand. Children watch eagerly with curiosity as they observe the worm. Staff introduce positional language, such as 'over' and 'under', as they describe how the worm moves.

Children's behaviour is excellent. They listen and follow instructions very well. Staff use a sand timer to encourage children to help tidy up. Children respond instantly to help each other. They put toys and equipment away before the sand timer runs out. Once the setting is tidy, staff praise the children and reward them with stickers.

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

- Staff support children to live a healthy, active lifestyle. For example, staff skilfully engage children in exercise during a dancing activity. Children jump, shake and stretch their bodies to the actions of the song. When the music ends staff encourage children to place their hands on their chests to feel their hearts beating. Staff explain to the children that when they exercise, their heart beats faster. Children are beginning to learn about the effect that exercise has on their bodies. This supports children's further understanding of physical development.
- Staff know the children well and they regularly observe and assess children's progress. Children have opportunities to engage in meaningful play and learning experiences. As a whole, all children are making good progress from their starting points. Staff plan activities for the children; however, they do not consider children's next steps or the learning intentions of the activities clearly enough.
- Children use excellent manners. Children say 'please' and 'thank you' to staff and their friends. Staff support children to form positive relationships with each other. During playtimes, staff use sand timers to encourage children to share and take turns with toys. Children are developing positive social skills effectively.

- Staff challenge older children's thinking skills well. Overall, children make good progress with their communication and language development. For example, at story time, staff engage older children in conversations. Staff ask children what they think is happening as they point to the pages of the book. Older children respond quickly with their ideas. This promotes their attention skills and further develops their vocabulary. However, staff do not always support younger children to take part in discussions to help them make the best possible progress in this area.
- Children have excellent opportunities to develop their early mark-making skills. They explore sand in individual trays at the table. Children use tools, such as thin paintbrushes, to form the letters of their name in the sand. They excitedly lift the tray up to shake the sand flat again to have another go. Children show a positive attitude to learning. This promotes their literacy skills effectively.
- The manager and the staff share a strong team approach within the setting. They work collaboratively together to evaluate the learning environments. The manager has an ambitious vision for the future of the setting. Her dedication is to providing high-quality childcare for children and their families. Staff express that they receive good support from the manager. They have access to regular training opportunities. This enables them to keep their knowledge and skills up to date.
- Partnerships with parents are good. Parents talk very highly of the setting. They say that children have grown in confidence during their time in the setting. Parents report that staff are 'fantastic', they are 'approachable and kind', and that they make learning fun for children. Parents feel well supported and they receive regular updates on their child's learning and progress.

## Safeguarding

The arrangements for safeguarding are effective.

All staff regularly update their safeguarding knowledge. They are alert to the signs and symptoms that may indicate that a child is at risk of harm. Staff have a secure understanding of child protection issues. They understand their responsibilities to safeguard children, which includes being aware of whistle-blowing. The manager ensures that staff know the setting's policies and procedures. The staff know what to do should they have concerns about a child's welfare. The manager has robust recruitment procedures in place. She completes ongoing checks to ensure that staff remain suitable to work with children. Staff regularly check the premises. They remove any potential hazards within the learning environment. This ensures that children are always kept safe.

## What does the setting need to do to improve?

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

- support staff to plan more precisely for children's individual next steps, to further enhance and broaden their learning
- enhance staff practice to support younger children to develop their communication and language skills further.

## Setting details

<b>Unique reference number</b>	106061
<b>Local authority</b>	Devon
<b>Inspection number</b>	10233540
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Uffculme Pre-School Committee
<b>Registered person unique reference number</b>	RP903922
<b>Telephone number</b>	01884 841010
<b>Date of previous inspection</b>	8 December 2016

## Information about this early years setting

Uffculme Pre-School & Out of Hours Care registered in the 1970s. It is based in a purpose-built building, in the grounds of Uffculme Primary School in Cullompton, Devon. The setting is open from Monday to Friday, all year around from 7.30am to 6pm. There are six staff, five of which have early years qualifications at level 3. The setting provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hannah 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 provider.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector held discussions with staff at appropriate times during the inspection and took account of their views.
- The inspector completed a joint observation of a group activity with the manager.
- Parents shared their views on the setting with the inspector.
- The inspector held a meeting with the manager and looked at relevant documentation and reviewed evidence of the suitability of staff working in 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022