

# Inspection of Maytree Preschool

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

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Inspection date:

5 December 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

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

### The provision requires improvement

Children arrive at the pre-school happily, confidently waving goodbye to their parents. They settle quickly, benefiting from warm and trusting relationships with the friendly staff. Children behave well and play harmoniously alongside their friends. They learn to share and take turns with support and gentle reminders from staff.

Staff provide an attractive environment for children to explore. Children are interested and keen to have a go at the different activities. Overall, children gain the necessary knowledge and skills that they need for their future learning, including school. For example, they learn to count and to recognise numbers. However, the activities that staff plan are not consistently tailored to the children's learning needs closely enough. Some activities are too simplistic for the children, so they finish them quickly and choose to play elsewhere.

Staff model language well for children and teach them new words. Most children are confident to initiate discussion with staff and to talk about themselves. However, at times, children do not receive consistent support from staff to develop their speech.

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

- Since the last inspection, leaders and staff have worked hard to address the previous breaches of requirements relating to their knowledge of safeguarding. This has had a positive impact on the leaders' and staff's understanding of how to keep children safe.
- Leaders and staff do not provide a curriculum that targets each child's learning needs as effectively and consistently as they could. They do not always consider what knowledge and skills they want children to learn during planned activities. Consequently, some activities do not provide enough challenge and stimulation, which does not help to engage all children and extend their learning.
- Leaders meet with staff regularly to discuss their roles and responsibilities, the children and any concerns. Leaders have recently started observing staff's practice. However, monitoring, support and coaching for staff are not fully effective in helping leaders to identify the key weaknesses in the curriculum and quality of teaching. At times, staff do not give less-confident children as much attention and support as the other children. Some children play and watch quietly but do not engage in activities as fully as their friends.
- Leaders and staff make regular observations of children to monitor and assess their ongoing progress. They are quick to identify when children may require additional support. They work well with the children's parents and other professionals to meet children's needs, including implementing and reviewing

individual education plans.

- Staff make some good use of open questions. During these times, most children are keen to share their thoughts. However, staff do not challenge children consistently to think and to express their thoughts and ideas. For example, staff read books to the children. Although the children listen with rapt attention, staff do not encourage them to think about the story or to share their views.
- Leaders and staff provide nice opportunities for children to develop their physical skills and to learn about their local community during outings. For example, they take children on walks to the play park and to see the decorated Christmas trees around the village.
- All children, including the new and younger children, understand the expectations for their behaviour and are familiar with the daily routines. For example, when staff play the music to indicate it is time to tidy up, the children immediately finish what they are doing and help to put away the toys without further prompt from staff.
- Staff support children to develop their confidence and skills to manage their self-care needs independently. Children pour their own drinks and stop when they recognise that they have enough drink in their cup. They slice their own soft fruit and cut open their food packets with scissors.
- Parents share positive feedback about the staff's relationships with the children and the support that staff provide for families. They talk about their appreciation of staff's regular and accurate updates of their children's care and development.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with regular safeguarding training and guidance to keep their knowledge up to date. They now check staff's understanding of safeguarding matters routinely. Staff have a clear knowledge of how to identify concerns about children's welfare and the correct procedures to follow to report information to the relevant agencies. Staff assess risks in the environment effectively and ensure measures are in place to protect children. For example, at mealtimes, staff identify which fruit should be sliced to reduce choking hazards. They prevent children's access to the kitchen and supervise the children closely at all times.

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

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

	<b>Due date</b>
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develop the planning of the curriculum to target children's individual learning needs and provide appropriate challenge, engage them fully in activities and extend their learning	28/12/2022
develop the monitoring, support and coaching for staff to strengthen the quality of teaching, ensuring that staff are always clear about what children need to learn next and how to help them make progress.	28/12/2022

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

- enhance the consistency of staff's practice with regard to the support they provide for children's communication and language development.

## Setting details

<b>Unique reference number</b>	2565269
<b>Local authority</b>	Devon
<b>Inspection number</b>	10249651
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Maytree Pre School - Woodbury Committee
<b>Registered person unique reference number</b>	RP909858
<b>Telephone number</b>	07967750955
<b>Date of previous inspection</b>	11 July 2022

## 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, Devon. The pre-school opens from 9am to 3pm, each weekday, during term time only. There are six members of staff, including the managers. Of these, all hold a relevant qualification at level 2 or above. The managers are qualified to level 6 and 7 respectively. The pre-school receives funding for the provision of free early education for children aged three and four years.

## Information about this inspection

### Inspector

Sarah Madge

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with a leader and has taken that into account in their evaluation of the provider.
- A leader took the inspector on a learning walk and explained how they use the curriculum to meet children's needs.
- The inspector observed activities and the quality of the staff interactions with the children. She conducted a joint observation with a leader.
- The inspector sampled documentation and discussed the requirements of the early years foundation stage.
- The inspector took account of parents' and children's views.

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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