

Inspection of Ermington Pre School

The Lodge, School Road, Ermington, Ivybridge, Devon PL21 9NH

Inspection date: 30 January 2023

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 are very busy and content. They explore and play with the inviting and stimulating activities on offer. Children become quickly engrossed in their play. Staff expertly extend their knowledge and ideas. For example, children explore large magnetic panels. They work collaboratively to build a house. Staff suggest they could read a story together in there. Children work out how they make it big enough for them all. Children make excellent progress across all areas of the early years curriculum. This includes children with special educational needs and/or disabilities (SEND). The manager and staff implement the ambitious curriculum to support each child. They use their expert knowledge to help children build on what they already know and can do.

Children feel very safe and secure. Staff know each child incredibly well and sensitively support them. Children behave well following the routine calmly. Before lunch, children work together to tidy up the setting and then sit on the carpet for circle time. During the day, children confidently ask for resources or to go outside. Children stay focused and keep trying until they succeed. For example, children explore weight outside. They put pebbles into buckets on large scales. Staff use a spirit level to help them understand if the scales are balanced. They step back to allow children work this out independently. Children then adjust the pebbles until the spirit level is in the centre.

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

- Children develop a deep understanding of the world around them. Staff support this learning incredibly well. For example, older children share where they have travelled to. Staff show them a globe and where these countries are in relation to their pre-school. They talk about the buildings where people live in other countries and staff show them pictures of different homes on the internet. The children ask why some homes look different. Staff explain there are no bricks in some parts of those countries. They ask children how they would build homes without bricks. Children ponder this and suggest straw and mud like the 'three little pigs' in their story.
- Children use their imagination and try out their ideas. They assess the results and find solutions if things are not right. For example, four-year-olds create a bridge with crates and planks. They work safely, aware of danger. Once complete, they test and adjust it to make it more secure. Adults enthusiastically praise their effort and work. Two-year-olds create a 'soup' from different fruits and vegetables in a sensory tray. One child wants to make the pieces of fruit smaller. Staff support them to use a knife independently and how to use it safely. The child is thrilled as they can fit the pieces they have independently cut into the pot.

- Staff observe children carefully and skilfully assess them. They expertly extend children's thinking and skills, so children make rapid progress and stay engaged in their learning. Staff particularly focus on language development. They have noticed since the COVID-19 pandemic that children's language skills have developed less well. Staff model words extremely well for those children with SEND. They teach all children sign language. This is so they can communicate with each other even if they do not have the words. Children love books and stories. Staff use books to extend ideas during activities and share stories with children throughout the day.
- Staff support children to understand how to keep themselves healthy. They recently had a 'tooth fairy' visit to talk to the children about how to look after their teeth. Staff offer toothpaste and toothbrushes for children to take home. Children have many opportunities to develop their gross motor skills. For example, exploring the forest school, negotiating space, building dens, and climbing.
- The manager and staff work incredibly well together. They share the same ethos and want the best for children, especially those who are vulnerable. The manager has successfully created a team of motivated and reflective staff. They evaluate and work together to adapt and change and improve outcomes for children. The manager and staff attend regular training to find innovative ways to enhance children's learning. They enthusiastically share new ideas and plan how to include them in their practice.
- The special educational needs coordinator (SENCo) has developed excellent partnerships with other agencies. This ensures vulnerable children and those with SEND have timely and effective support to help them succeed in life. The management team has developed close relationships with all the local schools. the children transition to. This ensure that when children transition to them they are confident and secure. The management team constantly strive to improve outcomes for children. They seek advice from many different early years professionals outside the setting. They use feedback to adapt and grow.

Safeguarding

The arrangements for safeguarding are effective.

Staff have exemplary knowledge of how to safeguard children. The manager ensures all staff attend regular training to keep this knowledge up to date. They take part in safeguarding discussions each morning during a staff brief. Staff know all categories of abuse and how to identify potential signs of harm. They know to how to record any concerns and who to report these to. Staff are knowledgeable about the settings whistle-blowing procedures. All staff take responsibility to assess risk. They speedily remove any identified hazards to keep children safe. The managers use robust systems to recruit staff. They use rigorous procedures to ensure they are suitable and have ongoing suitability to work with children.

Setting details

Unique reference number	EY368891
Local authority	Devon
Inspection number	10264012
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	32
Name of registered person	Ermington Pre-School Unit Committee
Registered person unique reference number	RP527756
Telephone number	01548 831017
Date of previous inspection	19 May 2017

Information about this early years setting

Ermington Pre School registered in 2008 and is situated in Ermington, near Ivybridge in Devon. They are open from 8am to 3.30pm, Monday to Friday, term time. They are committee run. The pre-school receives government funding for two-, three- and four-year-old children. There are seven staff, of these, one holds a relevant qualification at level 6 and five staff hold relevant early years qualifications at level 3.

Information about this inspection

Inspector

Sian Bath

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 inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a play dough activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at the relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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