

Inspection of Highampton Area Pre-School

Highampton Village Hall, Church Road, Highampton, Beaworthy, Devon EX21 5LE

Inspection date: 1 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are confident and happy in this pre-school. They have access to a broad curriculum that enables them to access a wide variety of activities and learning opportunities. The thoughtful arrangement of the learning space encourages children to engage. Children enter the nursery, happily say goodbye to their parents and find their friends. They quickly find a game or activity they want to play with and concentrate well. For example, older children run over to the basketball hoop and enjoy throwing balls to each other and into the hoop. They play and cooperate well, sharing and taking turns.

Children have time and space to choose what they would like to do next. Staff support children who are struggling to find an activity, but most children securely move from one activity to another with enthusiasm. They concentrate well. For example, children investigate and play with an insect activity for a considerable length of time. They explore toy insects like caterpillars, butterflies and slugs. They discover the types of tracks different insects make in the sand of an activity tray. They discuss with staff why the tracks are different and also talk about the different types of insects. Children name colours and find which insect is bigger or smaller.

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

- Leaders and managers have a clear and ambitious vision to provide high-quality, inclusive education for all. They have created a good system of shared values, policies and practice. Staff feel well supported in their roles and work together as an effective team. However, at times, managers do not place enough focus on identifying staff's ongoing training needs, to help children make even better progress in their learning and development.
- Leaders and managers act with integrity to make sure that all children have full access to their entitlement to early education. They ensure that the management of funding is effective and efficient. For example, when required, they buy toys and games to support children's specific needs, such as developing confidence with numbers, or toys to help children learn outdoors more successfully. Those with oversight understand their role and carry this out effectively.
- Managers have created an ambitious curriculum designed to give children, particularly the most disadvantaged, the knowledge they need to succeed in life. Staff hold meaningful conversations with children and give them time to think and respond to open questions. They support children to become confident communicators. Children have access to lots of board games, which they enjoy playing in small groups. Staff support children to share and problem solve. They enable children to explore technology with a variety of toys, including toy

computers, keyboards, electronic games and a tablet. Children access child-appropriate activities on the tablet. They enjoy learning songs and practising mathematics on this device. Staff support families to help children be safe when they are using technology and the internet.

- Staff guide children to learn about nature and animals. They create exciting, well-sequenced activities. For example, children learn about the life cycle of a frog with songs, jigsaws, toys, books and a tank with frogspawn. Children sing: 'Hello, said the little green frog', and older children confidently explain that tadpoles grow legs and become frogs. They link one activity to another and are able to recall what they know and can do.
- Parents are confident and happy about the care and education children receive. They recommend the pre-school to others. They are positive about the regular feedback, the termly reports and the activities children do. Parents report children make good progress in their learning and development. They describe how children love coming to the pre-school and the strong relationships staff foster with children.
- Staff support children to securely understand early mathematical concepts appropriate to their age and stage of development. They embed mathematics into the daily routine. For example, before 'song time', children line up. They estimate how many children are in the line, and staff support them to count the actual total. Children confidently and eagerly join in. Older children count to 16. Staff support children to recognise number symbols.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers follow a rigorous recruitment procedure. Staff inductions are thorough, and staff feel well supported. Managers have created suitable safeguarding arrangements and have good links with local safeguarding leads in the region. Staff know how to recognise the signs of possible abuse. They are knowledgeable in safeguarding procedures and feel confident in how to put safeguarding arrangements into practice. Staff conduct regular risk assessments on the premises and equipment to ensure children are kept safe from harm.

What does the setting need to do to improve?

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

- enhance staff training further to improve the quality of education even more and support children to make even better progress.

Setting details

Unique reference number	106127
Local authority	Devon
Inspection number	10263761
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	26
Number of children on roll	23
Name of registered person	Highampton Area Pre-school Group Committee
Registered person unique reference number	RP902057
Telephone number	07837357815
Date of previous inspection	11 May 2017

Information about this early years setting

Highampton Area Pre-school registered in 1996. It operates from the village hall in Highampton, Devon. The pre-school is open on Tuesdays, Wednesdays and Thursdays from 9.15am to 3.15pm, during term time. The pre-school receives funding for two-, three- and four-year-old children. There are four members of staff. Of these, two hold an appropriate early years qualification at level 3, one holds an early years qualification at level 2 and one is unqualified.

Information about this inspection

Inspector

Victoria Jones

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 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 carried out a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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