

Inspection of Whitchurch Preschool

School Road, Whitchurch, Tavistock, Devon PL19 9SR

Inspection date: 12 September 2023

Overall effectiveness	Outstanding
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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 have a magnificent time in this pre-school. They enter the building confidently, greet the staff and joyfully explore the easily accessible activities. Young children concentrate very well as they successfully thread blocks onto a string. They happily explain what they are doing and name the colours and shapes of the blocks, such as 'the red strawberry'. Managers and staff recognise the importance of fostering strong relationships to enable children to prosper. Children are very secure and content in their care. Managers have created an ambitious curriculum, which guides every child to make excellent progress in their learning and development. Children smile and laugh to themselves as they look at books in the library area. They deeply engage in their play and show high levels of focus.

Children promptly follow instructions. For example, when staff ring a bell, children calmly walk to the corner for a group moment. They know the routine of the day very well and what staff expect of them. Staff guide children to understand that their opinions matter. For example, at the end of each week, staff support children to decide democratically what toys and activities they would like to use the following week.

Staff carefully observe children's interests and spontaneously adapt activities to better support their learning. Children pretend that their toy is feeling unwell. Staff collect the toy first-aid kit and set up a hospital area, where children enjoy checking if their toy's heart is beating well. Young children have an excellent vocabulary and discuss the 'habitat' of animals and the equipment they are using, such as a 'stethoscope'.

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

- The manager has created an ambitious curriculum, which firmly recognises that every child is unique. They ensure that the curriculum is embedded securely across the pre-school. Staff have a shared and strong knowledge of the curriculum, and they successfully support children in building their knowledge and skills. Children's experience and knowledge build consistently over time, and they demonstrate excellent skills in what they know, can do and remember. Children, including those children from disadvantaged backgrounds, do well. Children with special educational needs and/or disabilities achieve the best possible outcomes.
- Children have consistently high levels of respect for others. In groups, they sit together calmly and are wonderful at sharing and taking turns. They wait patiently and listen to others as staff support the group in a discussion about the smells and textures of various leaves, such as thyme and mint. Outdoors, children are very kind and polite. They say 'excuse me' when they want to get

past on their tricycle. They confidently find solutions to problems. For example, they work out how to make the toy ice creams stand up using little pots. Children consistently try harder when they find things difficult. For example, when younger children cannot find the correct space for a puzzle piece, staff swiftly and intelligently take effective action to support them to independently find the correct space. Children are highly motivated and enthusiastically join in activities. For example, they count together the total number of children present or play a balancing game that staff have created, developing their core strength and balance.

- The curriculum's focus on language and communication is exemplary. Staff interactions with children are of an excellent standard. Staff consistently introduce new vocabulary in clear and effective discussions, which strengthen children's language and communication. Children are excellent communicators and enjoy explaining what they know and can do. Staff guide children to explore a dinosaur jungle. They discuss with children how some dinosaurs fly and others swim. Staff ask open questions and give children time to think and respond, developing their critical thinking. Older children decide whether a toy dinosaur is a diplodocus or brachiosaurus, and discuss the differences between a carnivore and herbivore. Staff extend the activity by guiding children to make crayon rubbings of toy fossils and matching them to the toy dinosaurs. They discuss the different textures.
- Relationships between children, parents and staff are very positive. Parents confidently report that they are tremendously happy with the care that their children receive. They comment that children make excellent progress and they have strong relationships with the staff. Communication is highly effective. Parents know what their children do at the pre-school and why.
- Leadership is exceptional and staff report high levels of support. The manager ensures that staff receive focused and highly effective professional development. For example, before developing the well-utilised outdoor area even further, staff undertook a course on effective outdoor learning. Staff knowledge builds over time and improves the curriculum and children's progress. Team morale is very high and staff very much enjoy coming to work.

Safeguarding

The arrangements for safeguarding are effective.

Managers follow robust recruitment procedures and conduct regular appraisals to ensure that staff are suitable to work with children. They ensure that staff are fully aware of their duty to protect the children in their care. Managers create effective safeguarding procedures and policies, which are firmly embedded in practice. Staff undertake regular training to keep their safeguarding knowledge up to date. Staff are confident in recognising the signs of possible abuse. They know how to record their concerns and who to contact should they need to refer matters onto others. Managers and staff undertake regular risk assessments of the equipment and premises to ensure that children are safe from harm.

Setting details

Unique reference number	106278
Local authority	Devon
Inspection number	10299916
Type of provision	Childcare on non-domestic premises
Registers	Early Years 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	21
Name of registered person	Whitchurch Preschool Committee
Registered person unique reference number	RP517759
Telephone number	07812 856353
Date of previous inspection	25 January 2018

Information about this early years setting

Whitchurch Preschool registered in 1994 and is situated in Tavistock, Devon. The pre-school operates Monday to Friday from 8.45am to 3.45pm, during term time only. The setting receives free education funding for children aged two, three and four years. The pre-school employs four members of staff who work directly with the children. The manager is a qualified teacher who also holds early years professional status. A second member of staff is a qualified teacher. The other members of staff hold qualifications at level 4 and 3.

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 manager led the inspector on a learning walk and discussed how she delivers the curriculum.
- The inspector observed the quality of the curriculum during activities and assessed the impact that this has on children's learning.
- The inspector spoke with the staff and children during the inspection.
- 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 pre-school.
- The inspector read feedback from parents during the inspection and took account of their 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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