

Inspection of Ruperts Under 5's Pre-School

Seaton Primary School, Harepath Road, Seaton, Devon EX12 2HF

Inspection date: 12 December 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 benefit from a welcoming and nurturing handover as they arrive at the pre-school. They enter happily, settle well and are keen to attend. Children feel safe and secure. Staff provide comfort to those who need additional support by sitting with them and helping them to engage in activities. Children develop positive behaviour and attitudes. They listen well, play kindly and enjoy playing together. Children spontaneously hug one another and adults and show high levels of enjoyment in their play.

Staff deliver a broad and interesting curriculum with a focus on physical development and outdoor play. Children enjoy lots of opportunities to play outside and direct their own learning. They freely explore all areas of the pre-school, and staff skilfully follow their lead, supporting them in their play to enhance their ideas and learning further. For example, staff commentate on what children are doing as they play, which exposes them to new vocabulary. The pre-school has installed new areas to the outside space so that children can engage in explorative play and develop their large-muscle skills. For example, children enjoy digging in soil and growing plants.

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

- Leaders and staff know the children well. They have a clear curriculum which focuses on following children's interests while closely monitoring their progress. They provide targeted support to help close any gaps in their development. For example, staff provide questions and challenges alongside activities to build on children's learning.
- Staff model language and new vocabulary very well. They skilfully target specific children who need more support with their language and provide engaging games for them to develop these skills. Staff also join children's play and help them to develop their understanding of new words. For example, as children experiment with magnets, staff teach them words such as 'attract', 'connect' and 'force'.
- Children are very well prepared for starting school. Staff at the pre-school have excellent relationships with staff at the local school, and children benefit from visits to the school become familiar with the grounds and their new teachers. Staff support the children to acquire the skills they need in readiness for this transition. For example, children develop their confidence to take care of their own basic needs, such as managing their personal hygiene and being able to ask for help.
- Partnerships with parents are excellent. The pre-school utilises many opportunities to promote parental engagement and to support children's learning at home. For example, children can borrow books and resources to complement

their literacy skills. Parents express positive views of the pre-school, particularly the good communication from staff in person and via information slips when children first join.

- Staff use stories and songs effectively throughout the pre-school. Children delight in singing rhymes and enthusiastically join in with the actions. Staff generally converse well with children during stories and discussions and engage in meaningful back-and-forth interactions. For example, children join in with counting and are asked to predict the repeated phrase in the book. However, some children, particularly those who are of a quieter nature and are learning to speak English as an additional language, do not always get the prompt support they need to help them make as much progress as they could. This does not enable children to develop their communication and language as well as they could.
- Staff report high levels of well-being in their role and say that they are proud to be part of the pre-school. The manager has a clear vision for high-quality and inclusive care. Staff work closely together to evaluate and to make ongoing improvements to the quality of the provision. Through self-evaluation, they have identified that they would like to develop their involvement with the local community and would like to engage more with parents and people who work in the locality. This will help children to learn more about where they live and the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their responsibility in recognising and reporting any concerns about a child's welfare. Safeguarding is given a high priority. Staff are vigilant to any concerns through regular discussions, monitoring of children and engaging in training to keep their knowledge up to date. The pre-school carefully manages risk to the children. Staff help children learn how to keep themselves safe, for example by giving them safety talks and reminders.

What does the setting need to do to improve?

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

- provide prompt support for less-confident children and those who speak English as an additional language to enhance their communication and language skills even further
- develop further links with the community to enable children to learn more about their locality and the world around them.

Setting details

Unique reference number	106022
Local authority	Devon
Inspection number	10312162
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	3 to 4
Total number of places	26
Number of children on roll	33
Name of registered person	Ruperts Under Fives Committee
Registered person unique reference number	RP905260
Telephone number	01297 625621
Date of previous inspection	23 April 2018

Information about this early years setting

Ruperts Under 5's Pre-School registered in 1993. It operates from a large mobile classroom located in the grounds of Seaton Primary School, in Seaton, Devon. The pre-school employs six members of staff. Of these, four hold qualifications at level 3, and two hold qualifications at level 2. The pre-school is open from Monday to Friday, term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Leanne Galloway

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager gave the inspector a tour of the premises. She talked about children's learning and progress and about how they deliver the curriculum.
- The inspector spoke to parents to gather their views about the pre-school.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector and the manager observed children during activities and had a follow-up discussion about children's learning and development.

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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