

Inspection of Widey Court Pre-School

Widey Court (off Trewithy Drive), Crownhill, Plymouth, Devon PL6 5UB

Inspection date: 15 October 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and well cared for at this friendly pre-school. They make good friendships and enjoy playing alongside each other. They learn about a wide variety of topics as part of an ambitious curriculum based on their interests and the next steps in their development. Staff provide learning experiences that engage and motivate children. For example, children take part in activities designed to provoke their curiosity, such as experimenting with large magnets. They laugh with delight as they quickly pick up and move objects using the magnets. Staff teach children ambitious vocabulary as they play, such as 'repel' and 'attract'. Children demonstrate good levels of concentration for their age.

Staff are enthusiastic and knowledgeable. They form warm relationships with children and help them to become more confident over time. Children respond well to staff as they encourage them to participate in group activities, including games using a parachute. Children learn to take turns and share equipment as they enthusiastically roll balls down a ramp. Staff support them to take managed risks in the outdoor area to help build their self-confidence. Children carefully balance as they walk along on wooden benches and pull themselves up on climbing frames. Staff deploy themselves well to help ensure children are safe at all times.

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

- Children with special educational needs and/or disabilities (SEND) are particularly well supported. Staff know their needs very well and confidently discuss the progress they have made in the setting. They provide targeted interventions, where necessary, to support children with specific areas of difficulty. Staff ensure children receive the specialist support they need from other professionals. As a result, all children make good progress from their starting points.
- Staff develop children's communication and language skills well. They use both spoken words and signing to support children to understand their meaning. Staff frequently join in children's imaginative play, such as playing in the role play area or taking part in a puppet show. They use these opportunities to develop children's language skills, using effective questioning that encourages children to share their ideas and through modelling new vocabulary.
- Children use mathematical language as they play. They confidently talk about numbers to three and recognise different shapes. However, staff do not consistently build on children's mathematical knowledge as they play to support them to develop their skills even further.
- Children demonstrate positive attitudes to learning. They concentrate for extended periods of time and enjoy taking part in the different learning experiences available to them. For instance, they excitedly look for different

creatures in the outdoor area and delight when they find slugs' eggs using their magnifying glasses. Children demonstrate great levels of curiosity and enjoyment.

- Staff help children to become more independent over time. There is a clear progression in skills that are taught step by step by staff. Children demonstrate good levels of independence for their age. For instance, they carefully pour their own drinks from jugs into cups and serve their own snack. Staff have shared high expectations of what children can do by themselves.
- Staff encourage children to be respectful towards each other. They gain information about children's beliefs and cultural backgrounds when they start in the setting. Staff talk to children in an age-appropriate way about their similarities and differences. However, they do not celebrate children's cultural heritage in a way that helps children to appreciate diversity and understand what makes them unique.
- Staff morale is high. They take part in regular supervisions and receive training linked to their interests to develop their practice. For instance, some members of staff have recently taken part in training linked to the outdoor provision. They report on the positive impact this has had on their interactions with children and the organisation of activities that inspire and maintain children's interest.
- Staff establish good relationships with parents. They provide a very good settling-in process for children, including carrying out home visits. Parents report on how happy their children are in the pre-school and describe the setting as a 'family'. Staff provide information to parents on their child's next steps, such as through daily discussions and parents' evenings.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen staff's knowledge of how to promote mathematics in children's play to develop children's mathematical skills even further
- continue to build on opportunities for children to learn about cultural diversity to ensure children's individual heritage is celebrated within the setting.

Setting details

Unique reference number	117247
Local authority	Plymouth
Inspection number	10359708
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	31
Name of registered person	Widey Court Pre-School Committee
Registered person unique reference number	RP910532
Telephone number	01752 701187
Date of previous inspection	12 December 2018

Information about this early years setting

Widey Court Pre-School registered in 1995. It is located in Crownhill, Plymouth. The pre-school operates Monday to Friday from 8.30am to 3.15pm, term time only. There are seven members of staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school is in receipt of funding for free early years education.

Information about this inspection

Inspector

Leanne Edge

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff 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 that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation, including evidence to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024