

Inspection of Coleridge Pre-school Playgroup

Jesu Street, OSM EX11 1EU

Inspection date: 21 October 2024

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

Staff give children a warm welcome in this friendly pre-school. They demonstrate nurturing relationships with children and provide reassuring cuddles when necessary. They support children to recognise their emotions, including through the use of stories and drawings. Children regulate their behaviour well. They make good friendships with other children and enjoy spending time with them. Staff help children to learn about different ways of life and to take part in community events. For instance, children delight in decorating a Christmas tree at the local church.

Children learn about a wide variety of topics as part of an ambitious curriculum. Staff encourage the children to be imaginative and share resources. Children work together as they use items in many creative ways, such as using plastic cones as microphones, robot arms and hats. Children confidently choose their own activities and focus for extended periods. They problem-solve in the outdoor area effectively, finding water to add to their 'potions' in the mud kitchen. They skilfully learn to negotiate spaces as they run around obstacles. Staff support them to develop their mark-making skills and begin to practise writing their names. Children learn to hold scissors effectively to cut paper and glue different shapes. They demonstrate good physical ability for their ages.

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

- Staff put in place a high-quality, varied curriculum that is underpinned by a clear shared ethos. They use themes based on children's interests and important events to develop children's understanding in all areas of the early years foundation stage curriculum. Staff focus on developing children's confidence, listening and sense of self. They know the children well and are able to skilfully tailor activities to individual children.
- Staff promote a love of reading particularly well. They are enthusiastic storytellers, and children listen to them with delight as they read. Children look at books independently. They learn to turn the pages carefully and make up stories using the pictures. Staff provide a lending library, where children regularly choose books to take home.
- Mathematical development is good. Staff use mathematical language with children as they play. They support children to compare amounts and learn the concepts of more and less. Children count objects to five as part of their independent play. They enjoy exploring shapes and confidently build cubes using magnetic squares.
- Staff regularly join in children's play. They introduce new and challenging vocabulary to them linked to their interests, such as teaching the children the names of different dinosaurs. They talk to the children about what they are doing. However, they do not always give children enough time to answer

questions, which would help children demonstrate their knowledge and understanding and build their conversation skills.

- Children with special educational needs and/or disabilities (SEND) make good progress. Staff identify when children need extra help and work closely with other professionals to put in place specific support plans. For instance, they work closely with speech therapists to support children with speech and language difficulties.
- Staff gain essential information from parents when children start in the setting. For instance, they find out about children's dietary requirements and medical needs. Staff undertake training to support children with specific additional needs. They use different methods to communicate with parents, including through daily discussions and parents' evenings. However, parents are not always aware of their child's next steps and how they can support them in their learning at home.
- Staff develop children's independence well. They have shared high expectations of what children can do for themselves and provide frequent opportunities for them to develop their skills in this area. For example, children serve their own cereal and carefully pour in the milk. Children respond well to routines, such as knowing where to put drawings to take home.
- Behaviour is good. Staff have put in place clear routines and rules, which the children respond well to. Children are motivated by being recognised for trying their best and being kind. For instance, they are delighted to receive stickers for being 'helpful hamsters' and 'kind koalas'. Children demonstrate great pride in their achievements.

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:

- give children more time to answer questions, express their knowledge and understanding and develop their conversation skills further
- strengthen information-sharing with parents so they are aware of their child's next steps and how to support them at home.

Setting details

Unique reference number	105957
Local authority	Devon
Inspection number	10363779
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	10
Number of children on roll	12
Name of registered person	Coleridge Pre-school Playgroup
Registered person unique reference number	RP521117
Telephone number	01404812663
Date of previous inspection	9 January 2019

Information about this early years setting

Coleridge Pre-school Playgroup registered in 2001. It operates from an old school building in the centre of Ottery St Mary, Devon. The setting is open from from 8.30am to 3pm, on weekdays, during term time. There are two members of staff. Of these, one holds a relevant qualification at level 6 and one holds a childcare qualification at level 4. The setting is in receipt of funding to provide free early 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 and the manager carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation 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.

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