

Inspection of Newtown Community Preschool

Newtown Primary School, Clifton Road, Exeter EX1 2BP

Inspection date: 24 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Leaders confidently discuss their curriculum intent for all children. They understand the importance of focusing on the prime areas to underpin all other learning. Children excitedly enter the nursery with open arms, offering hugs to the caring and enthusiastic staff. Children immediately explore the activities on offer as they choose to play inside or outside. Older children develop their balance and stability as they ride bikes around the on-site school playground. Staff show younger children how to use tweezers as they begin to learn to coordinate their hand movements and successfully pick up small objects. During group times, staff play games with older children, helping them to begin to hear initial sounds of words. This supports children's early literacy skills in preparation for school. Children have positive attitudes towards learning.

The new leaders have high expectations for children's behaviour. They have recently implemented new strategies, particularly supporting transitions. For example, staff use bells to signal transitions, such as 'tidy-up time'. This helps children to manage expectations. Leaders and staff show genuine care for children and get to know them well. They provide comfort when children are upset and use quieter areas to talk to children about how they are feeling. This supports children's well-being. Staff are positive role models and are sensitive and kind in their approach, helping children to learn good behaviours and develop respectful relationship with others.

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

- Staff have good knowledge of what they want each child to learn in the long term. Children enjoy the activities on offer, and staff fully understand how to follow children's interests. However, staff are not yet able to confidently explain and plan next steps to ensure children's individual learning is sequenced more precisely as part of a coherent approach to planning.
- Leaders and staff work closely with parents from the start. They gather information about children's development, helping them to identify clear starting points for children's learning. Leaders ensure that they make referrals to other professionals in a timely manner. Children receive the support they need.
- Children begin to develop a love of literacy. They dance and clap along as staff read stories and sing songs. Leaders have recently implemented the 'book of the week', and staff create activities based around the learning theme of the book. For example, staff use the 'Colour Monster' to help children learn about their feelings. However, at times, staff do not make the most of their interactions to help build on what individual children know and can do. This means children are not always supported to make the progress they are capable of.
- Staff help children to learn about healthy lifestyles. They enjoy healthy snacks,

energetic play and fresh air. Children enjoy being able to free flow between the base rooms and the outdoor area. They show confidence and independence when making choices about what to play with. Children use their imaginations well as they create a 'tea party', pouring coloured sand between various containers. However, staff do not adapt their teaching during children's chosen play to help them remain focused and extend their learning further. This means some children lose concentration and do not fully benefit from the learning opportunities.

- New leaders have a good oversight of the setting. They have identified areas for improvement to enhance learning for children and have begun to act on this. Leaders understand the impact of the changes on existing staff and have ensured their well-being has been prioritised during the transition period. Leaders are committed to improving staff's knowledge and skills, working closely alongside the local authority. They monitor staff's performance and accurately identify where they need further support. For example, staff have recently attended training on emotional regulation to further support children in managing their feelings and behaviours.
- Parents value the information shared about their child's learning and development. They comment that staff truly know their children and have formed wonderful relationships. New leaders are keen to further enhance links between home and the setting to ensure continuity in children's learning.

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:

- review children's next steps in learning to ensure staff have a more precise idea of the knowledge and skills they want children to learn next
- strengthen staff interactions to further develop the quality of the teaching so that children receive consistent, well-targeted learning experiences
- refine the organisation of daily routines, particularly during free flow, helping staff to understand what is expected of them to fully support children's engagement in a range of learning opportunities.

Setting details

Unique reference number	2709055
Local authority	Devon
Inspection number	10372200
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	23
Number of children on roll	30
Name of registered person	Newtown Community Preschool Committee
Registered person unique reference number	RP907534
Telephone number	07794317462
Date of previous inspection	Not applicable

Information about this early years setting

Newtown Community Pre-school re-registered in 2022 and is situated within the grounds of Newtown Primary School, located in Exeter, Devon. It is open on Monday and Tuesday, from 8.45am until 5pm and Wednesday to Friday, 8.45am to 3.30pm. The setting is open during term-time only. There are seven members of staff. Of these, one member of staff holds a qualified teacher status, three staff hold an early years qualification at level 3 and one holds a level 2 qualification. There are two unqualified members of staff. The setting offers government funded places.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- The manager and deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of teaching and carried out a joint observation with the manager.
- The inspector spoke to several parents and children during the inspection and took account of their views.
- The inspector observed children's activities and staff teaching, inside and outdoors.
- The inspector spoke to staff at convenient times and assessed their safeguarding knowledge.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- A meeting was held between the inspector, management and a local authority representative to discuss leadership.
- The inspector looked at relevant documentation and reviewed 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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