

# Ide Pre School

c/o Ide Primary School, High Street, Ide, Exeter, EX2 9RN



<b>Inspection date</b>	25 November 2015
Previous inspection date	3 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children have positive relationships with staff, which contributes well to supporting their emotional development and well-being.
- Staff use a good range of resources and activities well to promote children's learning and development, and support their interests.
- Self-evaluation is effective. The managers work well with staff to reflect on their practice. They have a good capacity to improve, and identify their strengths and areas to develop that benefit children's experiences.
- Children's progress is good. Staff support their learning well and help children to acquire the key skills they need for their move to school.
- Staff successfully promote healthy eating. They provide children with a range of nutritious snacks and teach them how food gives them energy, to help them make healthy choices.
- Children's behaviour is very good. Staff support them well to play cooperatively together and develop close friendships.

### It is not yet outstanding because:

- Staff do not extend opportunities for children to learn about different quantities, and add and subtract to help them identify and solve mathematical problems.
- Staff miss opportunities to further develop children's understanding of the effects of exercise on their bodies and the benefits of being physically active.

## What the setting needs to do to improve further

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

- provide more opportunities for children to use quantities, and add and subtract to solve problems
- help children to understand more about the effects of exercise on the body and the importance of physical exercise.

### Inspection activities

- The inspector observed children playing both outside and in the playroom.
- The inspector carried out an interview with the deputy manager and nominated person.
- The inspector took account of parents' and children's views during appropriate times of the day.
- The inspector sampled a range of documentation, including staff qualifications, children's assessments and staff recruitment procedures.
- The inspector conducted a joint observation with the manager.

### Inspector

Joanne Steward

## Inspection findings

### Effectiveness of the leadership and management is good

The managers and staff have a good understanding of the learning and development requirements to promote children's learning well. They oversee children's progress to monitor any gaps for individuals and groups of children. This feeds into their planning to ensure they meet children's next steps. Safeguarding is effective. The managers have a secure understanding of safeguarding matters. They ensure staff attend regular child protection training so they are aware of the possible signs and symptoms, and procedures to follow, should they have a concern. The managers use self-evaluation well to improve the provision. They monitor staff's skills and identify any training needs. This has led to improvements in the layout of the room and use of resources, so children have more defined areas for play, helping them to focus more in what they do.

### Quality of teaching, learning and assessment is good

Staff assess children's development well to help them move children onto the next stage of their learning. They plan interesting activities that ignite children's interests. For example, they provide tactile resources, such as foods, where children use the letters to spell out their names. In addition, they incorporate children's names into enjoyable songs to help children learn about letter sounds and rhyming words. Teaching is strong and staff extend children's learning successfully. For example, when children play with dinosaurs, they talk to them about plant and meat eaters, extending children's communication and language skills well. Partnerships with parents are good. Staff communicate regularly with parents and send home observation sheets for them to record their children's learning and interests from home. This helps them work together consistently to promote children's learning.

### Personal development, behaviour and welfare are good

Children enjoy a good range of activities that stimulate and keep them engaged. They are confident and independent learners with a positive sense of self. Staff prepare children well for the next stage of their learning. They have good links with the school and with other professionals to support children's continued learning. The key-person system is effective and helps children to form strong attachments with staff. Staff know the children well and support them effectively to understand expectations, get along with each other and recognise the impact of their actions on others.

### Outcomes for children are good

Children make good progress from their starting points. They are working within the expected range of development typical for their age. Children actively explore and play in a warm and nurturing environment that prepares them well for the next stage in their learning and moving on to school.

## Setting details

<b>Unique reference number</b>	EY272086
<b>Local authority</b>	Devon
<b>Inspection number</b>	1006222
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Ide Childcare Trust
<b>Date of previous inspection</b>	3 February 2015
<b>Telephone number</b>	01392 210984

Ide Pre School registered in 2003. It operates from a classroom in the grounds of the primary school in the village of Ide, near Exeter, Devon. The pre-school is open each weekday all year, from 8am to 6pm, which includes a breakfast and after-school club. The pre-school offers early years funding for children aged two, three and four years. There are nine members of staff employed to work with children; of these, one has Early Years Professional Status and one has Qualified Teacher Status. One member of staff holds a level 4 qualification and two hold level 3 qualifications.

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