

# Halberton Pre-School

Halberton Primary School, Church Path, Tiverton, EX16 7AT



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 29 February 2016 |
| Previous inspection date | Not applicable   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Not applicable     |          |
| Effectiveness of the leadership and management                |                         | Outstanding        | 1        |
| Quality of teaching, learning and assessment                  |                         | Outstanding        | 1        |
| Personal development, behaviour and welfare                   |                         | Outstanding        | 1        |
| Outcomes for children   |                         | Outstanding        | 1        |

## Summary of key findings for parents

### This provision is outstanding

- The managers are inspirational and have an extremely strong focus on continually driving improvement. For example, they constantly review the progress and impact of ongoing action plans during frequent meetings with staff, and visit other settings to share ideas, very successfully helping them to identify and target key areas to improve.
- Staff plan an excellent range of stimulating activities, based on children's interests and next steps in learning. These highly enriching experiences capture children's imagination and motivate them to play and explore. Children develop extremely positive attitudes to learning and gain exceptional skills for their future.
- Partnerships with parents and other settings that children attend are highly effective. Staff routinely share and receive information about children's learning, and use it exceptionally well to plan for each individual child. All children make excellent progress from their starting points.
- Children have an extremely good understanding of how to keep themselves safe. Staff consistently prompt them to assess hazards for themselves and encourage them to come up with ideas of how to overcome and avoid these dangers.

## What the setting needs to do to improve further

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

- increase the amount of information gained from the highly effective monitoring systems, to track a wider range of different groups of children's progress.

### Inspection activities

- The inspector observed children's self-chosen play, adult-led activities and interactions between staff and children.
- The inspector carried out a joint observation with the provider and manager.
- The inspector took account of the views of staff, children and their parents.
- The inspector held meetings with the provider and manager at appropriate times during the inspection.
- The inspector sampled documentation, including children's learning records, staff's qualification and training certificates, and suitability checks.

### Inspector

Sarah Madge

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Safeguarding is effective. The managers and staff have a very secure understanding of their responsibility to protect children. They know how to seek advice promptly if they have concerns about children's welfare. Staff receive excellent ongoing support and coaching, through regular meetings and receiving feedback on the quality of their teaching following peer observations. Staff work extremely hard to address areas for development and eagerly complete additional training to continue to build on their excellent skills and understanding. For example, staff very skilfully use their new ideas to further extend children's thinking and encourage them to participate even more in discussion. The managers monitor children's progress very successfully to identify any patterns and gaps in learning promptly. This is a new system and does not currently extend to include detailed information to track more varied groups of children's progress.

### **Quality of teaching, learning and assessment is outstanding**

Staff very successfully extend and challenge children's knowledge and understanding at every opportunity. For example, children work together to build a boat, and staff very skilfully encourage them to consider which blocks best represent the different parts of the boat through highly effective questioning. Staff expertly include mathematical language and help children to understand the meaning and use of number in everyday life. For instance, staff encourage children to count and challenge them further by prompting them to consider the total if there was 'one more' or 'one less'. Staff support children's literacy development exceptionally well. They point to words as they read stories aloud, and teach children to hold a pencil and to recognise letters to help them write their name.

### **Personal development, behaviour and welfare are outstanding**

The key-person system is highly effective. Staff value and welcome each child, and they create a very nurturing, caring play environment where children thrive. Children listen to each other's ideas and clearly express themselves to resolve minor issues and problems, helping them to play harmoniously. Children are extremely confident, well settled and show a very strong sense of pride, for example, by requesting to sing the 'I am special' song at group time. Staff are extremely successful at encouraging independence and work exceptionally closely with teachers to support children's move to school.

### **Outcomes for children are outstanding**

Children develop extensive control and coordination of their movements, supporting their writing and physical skills exceptionally well. For example, children very successfully use tongs to serve food and skilfully climb the large fixed play equipment safely. Children develop excellent mathematical and language skills. They behave very well and are kind and respectful to each other.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY477501  |
| <b>Local authority</b>             | Devon   |
| <b>Inspection number</b>           | 980578  |
| <b>Type of provision</b>           | Full-time provision   |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 4   |
| <b>Total number of places</b>      | 16  |
| <b>Number of children on roll</b>  | 18  |
| <b>Name of provider</b>            | Halberton Primary School Governing Body   |
| <b>Date of previous inspection</b> | Not applicable  |
| <b>Telephone number</b>            | 01884820585   |

Halberton Pre-School opened in 1969 in the village of Halberton, near Tiverton, Devon. It operates from purpose-built premises on the school grounds. The pre-school is open during term times on Monday, Wednesday, Thursday and Friday from 9am to 3.30pm. It receives funding for the provision of free early education for children aged two, three and four years. There are four staff who work directly with the children; one holds an early years qualification at level 4, and three members of staff hold a qualification at level 3.

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