

# St Matthews Community Pre-School



Newtown Primary School, Clifton Road, Exeter, Devon, EX1 2ES

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 22 February 2016 |
| Previous inspection date | 16 May 2011      |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | Previous inspection:    | Good        | 2        |
| 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

- Managers and staff monitor children's progress very well. Staff identify children's starting points on entry, and use observations well to show the consistently good progress they make. Very thorough assessments quickly identify any gaps in learning, and good planning helps to close these.
- Children are happy and well-behaved with good self-esteem. They show through their good relationships with staff that they feel emotionally safe and secure. Children learn well about diversity, and they respect and value each other's differences.
- Partnerships with other professionals, including early years settings that children also attend, are good. Staff share information well to ensure a consistent approach to planning for future progress.
- The management team is committed to promoting good-quality outcomes for children. Staff receive very good support and they constantly review and evaluate the effectiveness of their practice. They are enthusiastic, and implement new skills very well to extend children's learning.

### It is not yet outstanding because:

- Resources to encourage children to explore and develop understanding of how to use technology are limited.
- Staff do not consistently show how they include feedback from parents about learning at home when planning for children's future progress.

## What the setting needs to do to improve further

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

- provide more challenging resources to encourage children to explore and understand how to use information and communication technology
- review monitoring systems to more consistently show how information from parents about their children's learning at home links to planning for individual progress.

### Inspection activities

- The inspector observed staff engaged with children in learning activities, indoors and outside.
- The inspector and the manager conducted a joint observation.
- The inspector spoke to members of the management committee, the manager, staff, children, and parents.
- The inspector reviewed systems to monitor children's progress in learning and assess their development.
- The inspector sampled records required to support children's welfare, including safeguarding procedures.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of the leadership and management is good

The management team shows a strong commitment to making continuous improvements. Good monitoring of all aspects of the provision results in effective action plans, and the leaders measure success by the positive impact made on children's learning. For example, children's understanding of numbers and calculation has improved following a review of the mathematics provision. Activities are more interesting and exciting. Safeguarding is effective. All staff have an excellent understanding of the setting's safeguarding procedures and confidently implement these to help protect children from harm. Members of the management committee complete safeguarding training in order to provide staff with appropriate professional support.

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

Staff plan a good variety of interesting and stimulating activities that promote learning in all areas. They use their very good communication skills to extend children's learning during activities. For example, in a small-group activity, children were able to accurately identify alternative words for dirt, such as, 'compost', 'soil' and, depending on the texture, 'mud'. Children confidently organise their own play, making very good use of the extensive range of resources and equipment available. For example, children worked together to build a shop using planks of wood and large blocks. They were encouraged to think about moving these safely, and were able to check to see that each block was secure before building on the next stage. Children discussed where to display different items and how much each should cost. Staff support children with special educational needs well. Planning to promote children's progress and help them achieve is very good.

### Personal development, behaviour and welfare are good

Very good settling-in procedures ensure that children quickly feel confident when they first attend the setting. Staff develop strong relationships with parents and carers, and information is shared with them well; for example, through the regular one-to-one meetings with parents to discuss their children's progress, and translations of records and information into parents' home languages,. Children enjoy being active, and learn well about the importance of regular exercise in keeping healthy. Activities, such as simple yoga exercises, help children to learn about and understand how their bodies work.

### Outcomes for children are good

All children make consistently good progress, relative to their starting points. They are confident and independent, and manage their personal needs well. The extremely good focus on developing children's communication and language helps them to be well prepared for the next stage in their learning, including when starting school.

## Setting details

|                                    |                                            |
|------------------------------------|--------------------------------------------|
| <b>Unique reference number</b>     | 106041                                     |
| <b>Local authority</b>             | Devon                                      |
| <b>Inspection number</b>           | 839367                                     |
| <b>Type of provision</b>           | Full-time provision                        |
| <b>Day care type</b>               | Childcare - Non-Domestic                   |
| <b>Registers</b>                   | Early Years Register                       |
| <b>Age range of children</b>       | 3 - 4                                      |
| <b>Total number of places</b>      | 18                                         |
| <b>Number of children on roll</b>  | 18                                         |
| <b>Name of provider</b>            | St Matthews Community Pre-school Committee |
| <b>Date of previous inspection</b> | 16 May 2011                                |
| <b>Telephone number</b>            | 07816863287                                |

St Matthews Community Pre-School started in the 1960s and was registered at its present premises in 1998. It is situated in a classroom within Newtown School in Exeter, Devon, and is managed by a voluntary committee of parents. The setting is open Monday to Friday from 9.15am to 3.15pm, during term time only. The setting receives early education funding for children aged three and four years. There are four members of staff working with children, and all have early years qualifications. Two members of staff have Early Years Professional Status and two are qualified to level 3.

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