

# West Hill Pre-School

West Hill Village Hall, Beech Park, Ottery St Mary, Devon EX11 1UQ



<b>Inspection date</b>	11 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The provider and new manager have a thorough understanding of their roles and responsibilities. They use self-evaluation very well to identify and address areas for development, although they have not yet had the time to embed these fully. The manager works closely with the staff and involves them in the changes they are implementing, which has helped to create a motivated and united team.
- Staff plan extremely attractive and stimulating play areas, offering experiences that immediately captivate and deeply engage all children in their chosen activities. Children are very eager to take part and try out their ideas.
- Staff plan and provide particularly strong support for children who require additional support. They work in close partnership with parents and outside agencies to implement consistent strategies and activities. All children make consistently good progress in their learning.
- Children are incredibly independent. They show great determination in managing their self-care needs and feel very proud of their achievements. For example, children joyfully rush to show staff when they manage to fasten their coat.

### It is not yet outstanding because:

- The provider and manager do not yet monitor the progress that different groups of children make as effectively as possible, to help them identify and target any patterns in learning.
- The manager and staff do not work as closely with parents as they could to find out about children's learning when they first attend, to help create a more detailed assessment of children's starting points.

## What the setting needs to do to improve further

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

- develop the monitoring of patterns in learning between different groups of children, to reflect on the range of learning opportunities and quality of teaching more accurately
- strengthen relationships with parents to gain more information about what children know and can do when they first start.

### Inspection activities

- The inspector observed the staff support children during their play and learning.
- The inspector carried out joint observations with the manager, to evaluate the quality of teaching and learning.
- The inspector spoke with children, parents and staff to take account of their views.
- The inspector held meetings with the manager and provider at convenient times during the inspection.
- The inspector sampled a range of documents, including children's learning records, staff's training and qualification certificates, and self-evaluation records.

**Inspector**  
Sarah Madge

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The provider, manager and staff have a clear understanding of how to identify potential concerns about children's welfare and know how to refer them to the appropriate authorities. The provider and new manager strive to provide the best possible care and education for children. They implement a good system of support and coaching for staff. For example, the manager has recently encouraged staff to reflect on the quality of teaching and planning, to identify ways they can create a more child-led approach. This has begun to have a very positive impact on children's engagement and motivation to learn and take part in new experiences. Children relish the opportunity to try out their ideas, such as painting mirrors and then working out how to clean them using water spray bottles and cloths. The manager has plans to provide a wider range of professional development opportunities for staff, to offer more support to enhance their skills. For instance, she is arranging for them to visit different early years settings, to gain new ideas that will help to embed the new approach she is introducing.

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

Staff know the children well and accurately assess their progress. They use this information effectively to plan a wonderfully inviting play area that motivates children to explore using their senses. For example, children develop good physical skills when they squeeze juice from lemons and oranges, and staff encourage them to combine this with the playdough and mint leaves. Children thoroughly enjoy using their hands to mix it all together, and staff encourage them to explore the marks they make in the wet and sticky concoction. Staff routinely encourage children to count, such as clapping the number of children that are present, to help build children's mathematics skills. Parents receive detailed, ongoing information about their children's progress, to involve them well in children's learning.

### Personal development, behaviour and welfare are outstanding

Children form extremely strong emotional attachments with staff. They are highly confident and very eager to come to pre-school, curious to see what wonderfully stimulating experiences are available. In their excitement, children readily lead their parents in by the hand to make sure they are not late. Staff are very attentive and respectful, and superb models of the expected behaviours. They join in wholeheartedly with children's games, to the children's great delight. Children are kind, thoughtful and considerate of their friends, developing excellent social skills. For instance, they return dropped belongings to each other straight away and offer to help each other fasten their coats when they have managed to do their own.

### Outcomes for children are good

Children develop the key skills needed for later learning, including starting school. They concentrate extremely well during group times and in their own games, showing a very positive attitude to learning. Toddlers listen with rapt attention when staff read stories, showing an early interest in books. Older children look at pictures of bird nests with fascination, comparing the images with the bird nest that staff have brought in, showing great interest in finding out more about the natural world.

## Setting details

<b>Unique reference number</b>	EY497796
<b>Local authority</b>	Devon
<b>Inspection number</b>	10076693
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	West Hill Pre-School
<b>Registered person unique reference number</b>	RP535136
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07926691995

West Hill Pre-school re-registered in 2016, due to a change in organisational status. It operates from the village hall in West Hill, near Ottery St Mary, in Devon. The setting opens 9.15am to 3.15pm on Monday to Thursday, and 9.15am to 12.45pm on Fridays during term time only. The pre-school receives funding for the provision of free early education to children aged two, three and four years. Seven staff work with children, all of which have appropriate early years qualifications.

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