

St Leonards Pre-School

Exeter Royal Academy for Deaf Education, 50 Topsham Road, EXETER, EX2 4NF



Inspection date	16 November 2015
Previous inspection date	26 March 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the 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

This provision is good

- Overall, staff provide a rich range of resources both indoors and outdoors. They plan exciting play activities and interact skilfully with the children. This helps children to be motivated and make good progress from their starting points.
- Children behave exceptionally well and display good manners. Staff encourage this, for example, by being excellent role models and giving the children consistent messages. Children play cooperatively and learn to respect others.
- Staff gather valuable information about children's individual care routines, interests and development during initial discussions with parents. They meet children's personal, social and emotional development needs successfully.
- The manager evaluates practice effectively. She obtains the views of children, parents and staff to help her focus on priorities and drive improvement.
- Staff establish strong partnerships with parents. Parents are extremely supportive of the pre-school. They talk very positively about the care, learning and support that staff provide for their children.

It is not yet outstanding because:

- Although the manager monitors individual children's progress well, she does not yet use this information fully to help identify if there are any differences in the progress made by different groups of children.
- Staff do not provide an extensive range of resources to further support children's imaginative role-play.

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What the setting needs to do to improve further

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

- strengthen the procedures to analyse the progress made by different groups of children to target intervention even further and close any emerging gaps
- provide more opportunities and resources to extend children's imaginative play.

Inspection activities

- The inspector observed teaching and the impact this had on children's learning both inside and outside.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies.
- The inspector carried out a joint observation with the manager.
- The inspector met with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Petra Morgan

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Inspection findings**Effectiveness of the leadership and management is good**

The arrangements for safeguarding are effective. The manager and staff team have a good understanding of procedures and their responsibilities to protect and safeguard children. The setting has robust recruitment and induction processes so that suitable adults always care for children. The manager has an excellent knowledge and understanding of the requirements of the Early Years Foundation Stage. She monitors staff through individual meetings and implements a programme of professional development to help to bring about improvements in practice. For example, following training, staff now use a range of effective strategies to support children who are learning English as an additional language. The manager has successful systems in place to work in partnership with professionals and local schools. This helps to support children's well-being effectively.

Quality of teaching, learning and assessment is good

Staff are well qualified. They use their expertise in teaching to provide a good range of learning opportunities and to help children concentrate and persevere. Staff follow a national scheme to help children develop their communication skills. They listen carefully to what children say and model speech and new words. Staff encourage children to think and predict what will happen next, for example, during exciting experiments. Children enjoy joining in with singing and action songs. They begin to recognise that some words begin with the same sound as they dig for objects in sand. Staff use information from assessments of children's learning to track individual progress well. They keep parents informed regularly about their child's progress and offer ideas of how to extend their learning at home.

Personal development, behaviour and welfare are outstanding

The pre-school has an exceptionally strong and caring ethos. This helps children to settle quickly and develop a very strong sense of belonging. Children develop excellent levels of self-esteem, confidence and independence. For example, they cut vegetables to feed the guinea pigs and serve themselves from a selection of fresh fruit and other healthy options at snack time. Staff provide many opportunities for children to be active and engage in physical play. Children show an excellent awareness of how to manage their own safety. For example, they learn to manage risks as they challenge themselves on play apparatus. Staff provide an extensive range of resources and activities which help to successfully promote children's understanding of families and communities beyond their own. They value and celebrate different cultural and religious festivals, such as Diwali.

Outcomes for children are good

All children make good progress. They attempt to write their names and count confidently, helping them prepare well for school.

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Setting details

Unique reference number	EY397241
Local authority	Devon
Inspection number	822472
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	3 - 4
Total number of places	24
Number of children on roll	40
Name of provider	St Leonards Pre-School Committee
Date of previous inspection	26 March 2010
Telephone number	07773656751

St Leonards Pre-School registered in 1993. It operates from rooms on the premises of Exeter Royal Academy for Deaf Education. It is open during term time, on Monday to Thursday from 8.45am to 2.45pm and Friday from 8.45am to 12.45pm. The pre-school receives funding to provide free early years education for children aged three and four years. There are eight members of staff. The manager has Qualified Teacher Status as well as Early Years Professional Status. One other member of staff has Qualified Teacher Status, one has a level 4 qualification and four have a level 3 qualification.

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