

Inspection of The Byes Pre-school

Sidford Social Hall, Byes Lane, Sidford, Devon EX10 9QX

Inspection date: 25 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The pre-school environment is inviting and well resourced. Staff consider children's individual interests and needs during activities. They provide children with exciting play opportunities that promote different areas of learning. Children are keen to play and explore. They have fun and enjoy attending. Children confidently make choices about what they want to do. They acquire the basic skills they need for future learning and are well prepared for moving on to school. Children develop good communication, language and literacy skills. They enjoy sharing stories with staff and singing their favourite songs during group times, and can communicate clearly their likes and dislikes. Staff promote children's behaviour positively. They interact with children warmly and encourage them to respect each other and their environment. Staff offer children praise regularly, which boosts their self-esteem. Children behave well. They respond well to instructions and play with others nicely.

The pre-school has good links with other professionals to ensure children's welfare is at the heart of its practice. The support for children with special educational needs and/or disabilities is good. All children eagerly join in with activities and make good progress from their individual starting points.

What does the early years setting do well and what does it need to do better?

- Staff make accurate observations of children's development. They maintain detailed records and use termly progress summaries to monitor progress carefully. Staff respond well to children's needs and identify quickly when children may need further support. They plan for children's next steps in learning to support them to move forward.
- The manager meets with staff individually to discuss their welfare, the progress of their key children and any other issues. However, she does not make the best use of self-evaluation to reflect on the quality of teaching. At times, staff deployment is not well planned. They do not make the most of all opportunities to skilfully question the most able children consistently during interactions, to encourage them to develop even more of their own ideas.
- Staff provide a stimulating environment indoors and outdoors, and plan enjoyable activities that motivate children to learn successfully. For example, children benefit from a range of creative activities. They enjoy making marks and creating shapes using play dough.
- Children are individually welcomed into the setting by the staff and they follow routines confidently. Children hang their bags on their individual peg and choose the activity they wish to take part in. They enjoy having a wide variety of healthy food at snack times together.
- Staff ensure children adopt good hygiene routines throughout the day. They teach children the importance of keeping themselves clean and support them to

wash their hands independently. However, children do not always have the time and freedom to continue with an activity, because resources and activities are packed away when daily routines, such as outside play, take place.

- Staff develop ways for children to learn about the world through regular outdoor play in the forest area where they learn about the living world. Children play with dinosaurs and wind-up spiders imaginatively.
- Staff promote children's physical and emotional well-being effectively. They are very attentive to children's needs as they are very caring. This helps children to feel settled.
- Partnerships with parents are well established. Parents speak highly of the staff and pre-school and receive regular information about their children's learning and development. Staff provide parents with information about children's weekly activities to help them continue to support learning at home.
- Staff say they feel well supported and enjoy good opportunities for professional development. For instance, the manager has worked with them to use sign language, picture cards and a visual timetable to support children's understanding and ability to communicate their needs.
- Although recently appointed members of the committee are keen to be more involved in the running of the pre-school, they are yet to embed a robust understanding of their roles and responsibilities. This means that sometimes, opportunities to improve the manager's knowledge and to increase her confidence are missed.

Safeguarding

The arrangements for safeguarding are effective.

All staff are suitably vetted, and the committee and manager provide a thorough induction for all new staff. Staff access regular training and understand their duty to safeguard children and the procedure to follow if they had concerns about a child's welfare.

What does the setting need to do to improve?

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

- strengthen the evaluation and feedback of staff practice to raise the quality of teaching to the highest level
- review and improve the organisation of daily routines and the deployment of staff to maximise children's learning
- further increase the committee members' understanding of their roles and responsibilities to provide training and opportunities to support the manager, in order to further improve the quality of the pre-school.

Setting details

Unique reference number	106029
Local authority	Devon
Inspection number	10062591
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	23
Name of registered person	The Byes Pre-school Committee
Registered person unique reference number	RP517737
Telephone number	07966 953096
Date of previous inspection	18 April 2016

Information about this early years setting

The Byes Pre-school registered in 1992. It is committee-run and operates from Sidford Social Hall, in Sidford, Devon. The pre-school receives funding to provide free early education for children aged two, three and four years. There are eight members of staff. The manager holds qualified teacher status, three staff hold level 3 qualifications and two hold level 2 qualifications. The pre-school is open on Monday, Wednesday and Friday from 9am to 12.30pm, and on Thursday from 9am to 3pm, during term time only.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and discussed the quality of teaching.
- The inspector spoke to staff and held a meeting with the manager.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children and parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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