

# Inspection of Cullompton Pre-School

Brook Road, Cullompton, Devon EX15 1DS

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Inspection date: 9 June 2025

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## **Overall effectiveness**

**Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children flourish in this exceptionally warm and inclusive setting. Staff prioritise getting to know each child extraordinarily well through home visits and detailed information-sharing with families, and they meticulously plan for each child's individual learning journey. Staff use their deep knowledge of child development to respond sensitively to children. Their skilled teaching means that children make rapid progress in their learning.

Leaders are inspirational. They have created a culture in which the child is at the heart of all decisions. Feedback, reflection and evaluation are central to leaders' unrelenting drive for improvement. The team works diligently and highly collaboratively to create an ambitious curriculum that successfully prepares children for the next phase in their education. For example, children feel confident about starting school, having been supported to develop a solid foundation of physical skills. Staff work tirelessly to ensure that they are providing rich experiences which support the high aspirations that they have for all children.

Staff are excellent role models. Children demonstrate exceptional attitudes to learning, to staff and to each other. They are kind, thoughtful and take pleasure in celebrating their peer's efforts and achievements. Staff value children's contributions, and children demonstrate a strong sense of belonging. Children confidently share their thoughts, ideas and opinions with staff who actively listen and sensitively respond.

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

- Leaders ensure that the ambitious curriculum is securely embedded across the provision. Educational programmes are thoughtfully sequenced to allow children to secure their knowledge and development across the prime areas of learning. Skilled staff make accurate assessments and carefully plan appropriate next steps for individual children's learning. Staff identify any gaps at an early stage and act promptly to address them, and children do well.
- Children show very positive attitudes and are keen to engage with activities and learning opportunities. Staff tailor their teaching to meet the needs of each child, which supports their engagement. They demonstrate patience and extremely high levels of focus when being introduced to new concepts or receiving instruction during adult-led teaching and learning. Staff are warm and caring, and children demonstrate exceptional behaviours towards each other, modelled by staff who care deeply about their well-being.
- Children are fully immersed in their play and learning and talk with enthusiasm about what they know and can remember. Staff encourage children to share their ideas and thoughts, and children are excellent communicators. For

example, they excitedly share news of the arrival of caterpillars at the setting and talk with confidence about what will happen next, using their developing vocabulary to describe how the caterpillars will soon 'nibble their way out of their cocoon'.

- Staff use their knowledge of each child to effectively adjust their teaching approaches in the moment. They are self aware and tuned in to children's communication and behaviours, noticing changes in children's body language and tone during activities. Staff are curious about children and consistently provide them with the opportunities to express their own needs and ideas, and to be listened to.
- Children demonstrate high levels of independence and resilience. Staff seamlessly integrate opportunities for children to develop these skills into the routines of the setting. Children take care of their belongings and the environment, carefully tidying away resources and clearing their plates after mealtimes. Children consistently demonstrate tenacity when they encounter difficulties. For example, they work carefully and steadily to fasten items of clothing before asking staff for support. Staff show great skill in knowing when to intervene and when to give children more time.
- Leaders support staff to take a holistic approach to children's care and education. Partnerships with parents, other settings and external agencies are a triumph. Staff work with other professionals to support children to reach their potential. Accurate assessments of children's needs are appropriately shared and discussed in order to provide the best possible support for their learning and development.
- Diversity and cultural differences are widely celebrated throughout the setting. Families are encouraged to share their backgrounds and experiences, and children are supported to appreciate what makes them unique. Staff draw on children's rich cultural diversity and collaborate closely with parents to share culturally relevant stories, songs and food within the setting, supporting children's sense of pride and belonging and sparking discussions about their family lives.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	105848
<b>Local authority</b>	Devon
<b>Inspection number</b>	10399085
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Cullompton Pre-School Committee
<b>Registered person unique reference number</b>	RP910498
<b>Telephone number</b>	01884 35018
<b>Date of previous inspection</b>	19 November 2019

## Information about this early years setting

Cullompton Pre-School registered in 1971. It is situated close to Cullompton Community College, Devon. The pre-school is open between 9.05am and 3.05pm each weekday during term time. It also offers a breakfast club from 8.05am on Tuesdays, Wednesdays and Thursdays, and afternoon wraparound until 4.35pm on Wednesdays and Thursdays. There are 12 members of staff who work directly with the children, and two office staff, a housekeeper and two cleaners. Most staff working directly with the children hold an early years qualification at level 3. The pre-school leader is an early years teacher. The setting offers government-funded places for children and receives specific funding for disadvantaged children.

## Information about this inspection

### Inspector

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## Inspection activities

- The pre-school leader and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents and carers shared their views of the setting with the inspector.
- The pre-school leader showed the inspector documentation to demonstrate the suitability of staff.

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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