

# Border Pre-School

Llanymynech Village Hall, Station Road, Llanymynech, Powys, SY22 6EE



## Inspection date

11 February 2015

## Previous inspection date

7 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The leadership and management of the pre-school is outstanding. The manager is dedicated to supporting staff to provide children with exceptionally high-quality learning opportunities.
- Staff have a robust knowledge and understanding of the safeguarding and welfare requirements, to promote children's safety and well-being.
- The quality of teaching is inspirational. Staff provide children with extremely high levels of challenge and stimulation.
- Qualified and experienced staff act as mentors to those less qualified and are excellent role models. This has a positive impact on the quality of interactions, to support children's learning.
- Staff monitor children's progress exceptionally well using detailed observations and assessments, to identify children's next steps in learning.
- Partnerships with parents are highly regarded by staff. They provide parents with a wealth of information and support to complement children's learning at home.
- The key-person system is securely embedded. All staff are extremely knowledgeable about their key children and are able to meet their individual needs.
- The manager closely monitors the performance of staff through regular supervisions. She identifies their future training needs, in order to ensure the quality of teaching remains consistently high.
- Relationships with local schools and other providers are securely established. Staff work extremely hard to prepare children for future learning, such as the move to school.
- Children learn about adopting healthy lifestyles and first-class hygiene practices, to promote their physical well-being.

## What the setting needs to do to improve further

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

- consider enhancing children's already excellent communication skills further, for example, by enriching all children's awareness of other communication systems, such as simple sign language.

## Inspection activities

- The inspector observed play and learning activities in the indoor and outdoor environment and spoke to staff and children at appropriate times.
- The inspector carried out a meeting with the manager; they looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a selection of children's assessment files and progress tracking information and discussed these with their key persons.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Kerry Wallace

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Staff have a superb knowledge and understanding of the learning and development requirements. Children make outstanding progress in their learning. Staff monitor their achievements exceptionally well and plan meticulously to target any gaps in their learning. In particular, children with special educational needs and/or disabilities receive superb support and are fully included in activities and daily routines. For example, staff use simple sign language to support their communication and language development during large group story time. There is scope to extend this style of communication to all children, to further enhance their excellent communication skills. Staff liaise with parents and a team of outside agencies to ensure children are fully supported in their learning. Staff promote children's early literacy skills exceptionally well. They have ample opportunities in the indoor and outdoor areas to spontaneously make marks and begin to form recognisable letters. Staff have created a fantastic storytelling and reading area for children to enhance their love of stories. Children develop key skills to prepare them for the next stage in learning, such as the move to school.

### **The contribution of the early years provision to the well-being of children is outstanding**

The pre-school is a haven of excitement and enjoyment. Staff create an enchanting family atmosphere that encourages children to learn, while they play alongside their friends and staff. Children display extremely high levels of self-confidence and motivation. They independently explore the indoor and outdoor areas and instinctively access additional resources to enhance their play. Staff provide children with ample opportunities to develop their independence and self-care skills. They closely supervise younger children as they have a go at doing up zips and coat fastenings. Parents praise staff for their caring nature and how this helps to settle children into the pre-school. Staff have established secure attachments with children to promote their emotional well-being. Compassionate staff offer hugs and re-assurance to comfort children who are upset. Staff ensure that children's emotional well-being is given the utmost attention. As a result, children are extremely happy and content to be in the pre-school.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

Staff promote children's safety and welfare extremely well. The indoor and outdoor areas are well-maintained and safe for children. Staff complete detailed risk assessments to identify potential hazards. Staff are vigilant in obtaining and recording visitor's identification. They take time to explain to children the purpose of their visit so that children continue to feel safe. Staff are aware of the action to take if they have a concern about a child's well-being. They have a secure knowledge of the different types of abuse and know how to identify these in children of all ages. Staff are committed to continually improving the quality of the overall provision. In doing this, they have successfully addressed all recommendations from the previous inspection. For example, children now have access to a wide range of resources to promote their understanding of technology.

## Setting details

<b>Unique reference number</b>	224049
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	866128
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Border Pre-School Committee
<b>Date of previous inspection</b>	7 March 2011
<b>Telephone number</b>	01691830565

Border Pre-School was registered in 1985. It operates all year from 9am to 6pm, Monday to Friday, all year round. The nursery employs seven members of childcare staff. Of these, six hold an appropriate early years qualification at level 3 and one is unqualified. The pre-school provides funded early education for two-, three- and four-year-old children.

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