

# Lydiard Millicent Pre-school



Lydiard Millicent Primary School, The Butts, Lydiard Millicent, Swindon, Wiltshire, SN5 3LR

<b>Inspection date</b>	4 March 2015
Previous inspection date	9 November 2010

<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 quality of teaching is excellent. Staff provide an exceptional and varied range of high quality learning experiences inside and outdoors. This means children are highly motivated, eager to explore and enjoy learning.
- Children benefit from uninterrupted time to develop their own investigations and exploration, which develops their confidence, independence and self-motivation.
- Staff understand children's individual needs exceptionally well and they assess specific needs accurately, putting additional support in place if needed. This means all children make rapid progress across all areas of learning from their starting points on entry.
- Children form close attachments with staff who care for them every day. Children learn to manage their behaviour, following the staff's excellent example, which prepares them well for school.
- Experienced, well-qualified staff work closely together, which means the organisation of the pre-school is excellent. Less experienced staff are well supported and mentored and this has a positive impact on practice and the quality of teaching.
- The leadership team is highly effective and continuously reviews practice and drives improvement. The manager accurately recognises the importance of all staff continuing to undertake professional development opportunities to enhance their excellent skills and understanding.
- Staff maintain excellent partnerships with parents who are constantly involved and very well informed about their children's progress and achievements.

## What the setting needs to do to improve further

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

- continue to encourage all staff to access training to maintain the consistency of the high standard of teaching that promotes outcomes for children.

### Inspection activities

- The inspector spoke to staff and children at appropriate times, and held meetings with the manager and committee chairperson.
- The inspector took into account the views of parents spoken to on the day.
- The inspector observed children's activities and the quality of teaching inside and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working with the children.

### Inspector

Helen Millard

## Inspection findings

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

Staff use their excellent knowledge of how children learn and high-level teaching skills to provide an excellent range of learning opportunities. Children initiate many activities themselves and they are given time to explore, investigate and think without interruption. Staff extend children's learning showing enthusiasm and interest, which motivates the children to remain focused and engaged. Wide-ranging resources enable the children to develop essential skills for future learning. For example, children designed and created an obstacle course with planks and tyres, which extended into an imaginative counting game developing high levels of mathematical learning and problem solving. Staff extended learning further through skilful questioning and participation. This varied, exciting and challenging learning develops essential skills for next stages in learning. All staff work in close partnership with parents and other professionals, to support and promote every child's needs through a shared approach. Diversity is celebrated and staff expertly support children whose first language is not English. Planning and assessments are precise and sharply focused, and staff adapt planned activities to support individual learning needs.

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

New children settle quickly because staff take time to get to know each child and their family. Arrangements to care for children and support their well-being are excellent, and staff have a thorough understanding of child protection and of how to keep children safe. Staff are extremely good role models and they play alongside children encouraging older children to help younger ones. This enables children to form strong attachments, and with praise and encouragement from staff, they quickly understand what behaviour is acceptable. Varied opportunities for stimulating outside learning extend children's physical skills and ability to manage risks. The engaging opportunities for physical play encourage exercise and promote healthy lifestyles. Food provided is nutritious and healthy diets are regularly discussed with children and parents. Well-understood, established routines engage the children and support their emotional security and self-esteem.

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

The highly qualified manager expertly leads an enthusiastic staff team who are committed to delivering exceptional provision. Regular observation and checking of staff performance ensures consistency in practice and high standards. Staff meet regularly to discuss children's progress and the manager rigorously monitors the quality of provision through an exceptionally detailed and effective system. This maintains the high standards. Staff qualifications and training has an excellent impact on learning, as in the development of speech and language support lessons. Detailed self-evaluation ensures constant improvement and high standards.

## Setting details

<b>Unique reference number</b>	199450
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	842122
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Lydiard Millicent Pre-School Committee
<b>Date of previous inspection</b>	9 November 2010
<b>Telephone number</b>	01793 772981

Lydiard Millicent Pre-School first registered in 1989 but re-registered in its current premises in 2010. It is managed by a voluntary committee of parents. The pre-school receives funding for the provision of free early education for three-, and four-year-old children. The pre-school opens weekdays from 8.45am to 2.45pm. Six part-time staff work with the children and there is one apprentice. The manager has an Early Years Degree, a Masters qualification at level 7 and holds Early Years Professional Status. All other staff have relevant early years qualifications at level 3 and above.

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