

Morda Village Pre-School

Morda C of E Primary School, Morda, OSWESTRY, Shropshire, SY10 9NR



Inspection date

29 April 2015

Previous inspection date

24 June 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Staff have established excellent relationships with all children. As a result, children develop high levels of confidence and independence, which enables them to eagerly play and explore.
- Parents actively contribute to their children's progress, as staff find innovative ways to share information with them.
- Children are very confident learners. Staff create an inspiring and stimulating play environment. As a result, children are enthusiastic and motivated to join in with all activities.
- Staff plan an extensive and challenging range of activities, and create a stimulating and inclusive environment, where all children are safe, secure and happy.
- Self-evaluation is accurate. Managers know the strengths and weaknesses of the pre-school, and use the views of others to set targets for rapid improvement, to maintain outstanding practice.
- Staff make very effective use of well-written policies and procedures. They carry out rigorous risk assessments for all areas, to successfully promote children's safety and well-being.
- The highly experienced staff frequently observe and assess children's achievements. As a result, they focus precisely on children's progress and support them to maintain achievement at the highest possible level.

What the setting needs to do to improve further

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

- refine further the strategies for promoting excellence in teaching, for example, by using peer observations to enable staff to learn from each other.

Inspection activities

- The inspector had a tour of the pre-school with the manager.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector observed activities, and spoke with the manager, staff, parents and children at appropriate times throughout the inspection.
- The inspector looked at a sample of policies, children's records and planning documentation.

Inspector

Lesley Bott

Inspection findings

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

Teaching is rich, varied and imaginative. Children benefit from tending and growing their own vegetables on their allotment. This strengthens their understanding of the world, as they learn why and how seeds and plants grow. Children are very self-motivated when playing. For example, children work excellently in a group, as they negotiate with each other while playing with large blocks. Staff remain close to support and facilitate the child-led activity. Staff are highly skilled in using probing questions with the children. They give children time to respond as they discuss the life of a tadpole, asking how long before it changes into a frog. Children use technology with confidence, as they use the internet to find out the answer to the question. The pre-school's special educational needs coordinator is extremely knowledgeable. This means that children with special educational needs and/or disabilities, and other members of staff, are exceptionally well supported. Staff are highly enthusiastic, which results in the children being motivated and engaged in their learning. Resources, such as books and phonic-activity packs, are shared with parents for home learning. As a result, children are prepared exceptionally well for their next stage in learning, such as starting school.

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

There are excellent opportunities in place for children to be active in the well-resourced indoor and outdoor areas. As a result, children's physical development is outstanding. Positive behaviour is promoted exceptionally well by staff, as children understand and respect the rules of the pre-school. They know and understand about cause and effect when playing with others, and when sharing resources. Staff give excellent priority to inclusion, to ensure that all children's needs are met. Children who speak English as an additional language are very well supported by staff. For example, staff use props, such as visual timetables and sign language, to help ease the move from home to the pre-school. Healthy, balanced snacks and meals are available to children throughout the sessions. This helps to promote children's overall health and well-being exceedingly well.

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

The leadership and management team demonstrate an excellent understanding of their responsibility in meeting the requirements of the Early Years Foundation Stage. Two staff members recently travelled to Italy to learn about a specific educational approach. This has had a dynamic impact on teaching styles and means that all children are able to achieve at the highest level. The utmost priority is given to safeguarding children. Staff have an expert knowledge and understanding of their responsibility to protect children. Comprehensive and robust procedures are in place for recruitment and induction, and to check the continued suitability of all staff. The manager has put thorough arrangements in place to monitor the quality of teaching and learning. This leads to a consistently high level of practice. However, strategies to enhance the excellent teaching skills further, and to enable staff to learn from each other, are still to be implemented.

Setting details

Unique reference number	EY407758
Local authority	Shropshire
Inspection number	849961
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	38
Name of provider	Morda Village Pre-School Committee
Date of previous inspection	24 June 2011
Telephone number	01691688743

Morda Village Pre-School was registered in 2010. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The pre-school opens Monday to Friday, term time only. Sessions are from 8am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special education needs and/or disabilities.

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