

Murrow Pre-School

Murrow Bank, Murrow, Parson Drove, Wisbech, Cambridgeshire, PE13 4HD



Inspection date

8 May 2015

Previous inspection date

10 December 2008

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

Summary of key findings for parents

This provision is outstanding

- Teaching is excellent. Staff know how to engage with children in a playful manner and promote learning through demonstration, prompting and questioning. As a result, children concentrate well on chosen tasks and make outstanding progress with their overall development.
- Partnerships with parents are exemplary. Managers and staff work tirelessly to keep parents informed of children's progress and find innovative ways to enthuse them to support their learning at home. This has an excellent impact on children's progress.
- Staff provide a highly-stimulating environment for children both inside and outside. This means children arrive excitedly at pre-school and are enthusiastic to start playing and learning about things that interest them.
- Staff have a robust understanding of local safeguarding procedures. They are well trained and have carefully considered the actions they should take, in order that children remain safe and secure at the pre-school. Consequently, children can play and learn without fear of harm.
- The manager demonstrates outstanding leadership skills and has great determination in driving improvements forward. The excellent practice at the pre-school is frequently shared with others. Therefore, improved outcomes for children are promoted throughout the local area.
- Excellent professional management systems are in place to support staff to continually improve their skills and knowledge. This close scrutiny of staff's performances has a high impact on the ever improving quality of teaching and, therefore, the experiences for all children.

What the setting needs to do to improve further

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

- enhance the already excellent monitoring and assessment of children's progress by incorporating recent new strategies that reflect the role of the staff in supporting children's learning and development.

Inspection activities

- The inspector observed activities in both the inside and outside learning environments.
- The inspector held meetings with the manager and deputy.
- The inspector and manager took part in a joint observation.
- The inspector took the views of parents into account.
- The inspector looked at children's year books, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Inspection findings

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

Planning for children's activities is outstanding. Staff use their observations and assessments successfully to ensure each child has the learning opportunities needed to enhance their development effectively. For example, staff demonstrate excellent teaching skills as they lead a 'silly soup' activity to introduce targeted children to the concept of rhyming words. Staff give concise explanations and encouragement, and they provide a range of objects to support children's understanding. As a result, children take great delight in identifying that paired words, such as key and tree, and egg and peg, nearly sound the same. These enjoyable and entertaining activities prepare children well for school and their future learning. Children have plenty of opportunities to explore imaginative worlds as for example, they play hairdressers, make pretend aromatic cakes to stimulate the senses and investigate dinosaur models. Staff play alongside sensitively, knowing when to intervene to promote confidence and when to stand back and allow children to make discoveries for themselves.

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

Staff have an excellent understanding of children's different backgrounds and value the strong links they have with each family. Staff are, therefore, well aware of children's care needs and are especially mindful of their emotional well-being. As a result, children develop extremely strong bonds with their key person and, according to parents, regard them as 'second mums'. This promotes a sense of security for children and helps them to be independent and confident at the pre-school. Parents share their positive feedback about the pre-school and stress how this has had a great impact on children's development. Children behave extremely well due to the consistent methods used by staff to help them realise right from wrong. Children's health is well supported by nutritious, home-cooked snacks and meals, which staff share with them to promote a warm, nurturing social time for all. Children particularly enjoy the free-flow access to the excellent outside area, which is thoughtfully resourced to promote learning effectively.

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

Self-evaluation is exceptional and embedded in practice at the pre-school. Parents share their opinions through a variety of means and children are consulted frequently about activities. For example, children decide whether to show the happy face or sad face pictured on their spoons used in the rhyming game. Monitoring is robust and enables easy and quick identification of both gaps in the provision and children needing further support. Managers are keen to enhance this further, reflecting the role of staff in supporting children's development to an even higher degree. Stringent recruitment procedures are in place and ensure that only the best staff are employed. Staff value training opportunities and make excellent use of their learning. This is especially evident with staff's training in letters and sounds, which has boosted their confidence, knowledge and skills in contributing to children's language and literacy development.

Setting details

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| Unique reference number | 221874 |
| Local authority | Cambridgeshire |
| Inspection number | 864271 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 30 |
| Name of provider | Murrow Pre-School Committee |
| Date of previous inspection | 10 December 2008 |
| Telephone number | 01945 701090 |

Murrow Pre-School was registered in 1992. The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday, Tuesday, Wednesday and Friday term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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