

# Shurdington Pre-School

Bishop Road, Shurdington, Cheltenham, Gloucestershire, GL51 4TB



## Inspection date

13 May 2015

## Previous inspection date

28 January 2011

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
	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

- Teaching is outstanding as staff expertly support and extend children's learning at every opportunity. Staff encourage them to develop critical thinking skills and to become active learners. Consequently, children make excellent progress in all areas of their learning and development, and are extremely well prepared for school.
- Staff provide a wealth of support for children with special educational needs and/or disabilities. Staff have formed outstanding partnerships with other early years and health professionals as they continually share information. They complete robust support plans that include all those involved in the children's learning. As a result, children receive the maximum support available to them.
- Staff create highly successful partnerships with parents. They place the utmost importance on them being their children's first educator and value the wealth of input that parents contribute to their children's learning. As a result, children experience a high level of consistency in their development and make excellent progress.
- Leadership is inspirational. Meticulous self-evaluation and reflective practice ensure that staff, parents and children are all highly involved in the setting's continual improvement, in pursuit of excellence.
- Staff have an excellent knowledge of child protection procedures to ensure that children are superbly protected from harm.
- Children demonstrate they are confident as they readily approach staff for comfort, and they respond to children's differing needs. This promotes children's emotional well-being effectively.

## What the setting needs to do to improve further

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

- enhance children's excellent literacy skills even further in the outdoors, for example, by developing the display of words to include regular opportunities to see and read their names as they play outside.

### Inspection activities

- The inspector observed children's play, activities and staff interaction with children in all areas of the pre-school including outside, and viewed the toys, resources and equipment available for children's use. The inspector completed a joint observation with the play leader.
- The inspector held discussions with the pre-school play leaders, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and evaluation processes.
- The inspector looked at some records for children's learning and development, and discussed how staff assess children's progress.

### Inspector

Victoria Weir

## Inspection findings

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

Members of staff who have furthered their qualifications to Qualified Teacher Status work alongside others developing their practice. Consequently, teaching is consistently excellent. For example, staff masterfully teach children about letters and sounds daily through introducing an emu puppet into children's spontaneous play. Consequently, children enjoyed learning as they giggled and enthusiastically identified initial letters and rhyme patterns in sounds. Outside, children attempted to draw the letters of their names in water, although they were not able to see their names displayed outside to help them. Staff are particularly skilled at developing children's thinking through stimulating questions, giving children time to respond, and supporting children to learn through trial and error. Consequently, children deepen their understanding as they persevere with challenging tasks. For example, children built their own slide from tyres and wooden planks using trial and error. Staff helped them learn to consider safety, as they explored the physical forces of speed and gradient. They developed leadership and team work skills, considering each other's ideas and younger children's need for help. The monitoring partnership with the local school has confirmed that children attending the pre-school make excellent progress towards the early learning goals, particularly for communication, language and imaginative skills. Parents receive excellent updates on children's progress.

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

Children show high levels of confidence and self-esteem in their play as staff provide a highly-stimulating environment with a superb variety of child-accessible resources. They play actively outdoors in the recently developed areas and have lots of opportunities to learn about healthy lifestyles. Staff have high expectations for children's behaviour so children respond well to instructions and learn to play exceptionally well with their peers. Staff make children's safety the highest priority. Children have a highly developed knowledge of how to keep healthy and safe as they risk assess the outdoor area using picture cards and spot hazards with the character 'Safety Hoovie'.

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

The management and staff team is highly professional and committed to providing the very best service for children and families. They have an excellent understanding of the requirements of the Early Years Foundation Stage. Regular supervision and peer observations help staff reflect on and improve each other's practice. Precise regular monitoring of children's progress includes all those involved in their learning and care. Staff undertake training where gaps in children's achievements are identified, such as to extend two-year-olds' language and communication skills. This helps ensure provision is individually tailored. Parents are extremely complimentary about the pre-school staff.

## Setting details

<b>Unique reference number</b>	101543
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	835612
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Shurdington Pre-School Committee
<b>Date of previous inspection</b>	28 January 2011
<b>Telephone number</b>	07961 396 613

Shurdington Pre-School registered with Ofsted in 1992. It is located in the community centre in Shurdington, a village to the south of Cheltenham, Gloucestershire. The pre-school is open during school term times from 9.15am until 2.15pm on Monday, Wednesday and Thursday, and on Tuesday and Friday from 9.15am to 12.15pm. Partnership arrangements are in place with other early years settings, including the local school. The pre-school employs 10 staff who all hold relevant qualifications. The play leader and deputy both hold early years teacher status.

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