

St Alphege Pre-school

Oliver Bird Hall, Church Hill Road, Solihull, West Midlands, B91 3RQ



Inspection date

10 June 2015

Previous inspection date

4 December 2009

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

- Children are making excellent progress given their starting points and are exceptionally well-prepared for their future learning. Staff are particularly skilful in motivating children's learning through play. They encourage children to wallow in experiences and offer an abundance of activities, so that children can fully explore their interests.
- Key persons know the children extremely well. They precisely tailor the provision for each child, focusing on their specific needs and interests. The assessments of children's progress and planning for further experiences are rigorously checked by the manager. This ensures that outstanding teaching continues to have the best impact on children's learning and development.
- Children who attend the setting before and after the school day develop great confidence in their own abilities. Excellent communication with teaching staff and parents, coupled with staff's expertise, ensures a wide range of exciting experiences are provided.
- Partnerships with parents, grandparents and other carers are superb. During the inspection they enthusiastically express how delighted they are with the setting. They explain how staff fully include them in their children's learning and development. Furthermore, they say how they love the weekly email updates they receive and thoroughly enjoy coming in to do activities with their children.
- The manager, staff and committee have an excellent understanding of the requirements of the Early Years Foundation Stage. High priority is given to protecting and safeguarding the welfare of children. They meticulously follow excellent practices and procedures. This promotes children's safety and well-being in a successful and timely manner.

What the setting needs to do to improve further

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

- consider even more ways to enrich children's learning experiences outside during different weather conditions.

Inspection activities

- The inspector observed activities and spoke with the provider, staff and children, at appropriate times throughout the inspection.
- The inspector looked at a sample of policies, children's records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with children, and viewed the setting's self-evaluation form.
- The inspector took account of the views of the staff, parents, grandparents and childminders spoken to on the day of the inspection.

Inspector

Lucy Showell

Inspection findings

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

Children enter with great excitement. They self-register by placing their name card into the postbox and eagerly sit with staff to share their news. After a quick introduction to the activities set out, they are off. This results in a hive of activity, with each child fully engaged and leading their own learning with great expertise. For example, during play about the seaside, children talk about the different sizes of fish, and count how many chips they are serving. They sit on the deck chairs outside, dipping their feet in the water and eating ice-creams. Staff skilfully get involved, at the children's invitation, and challenge and stretch their thinking even further. Constant encouragement and praise gives the children a real boost of confidence. Children have a go at solving problems, such as how to get to the dough which is stuck inside a tube. Staff offer suggestions, ask leading questions and give plenty of time for a response. This helps children to develop and use their own ideas and skills in readiness for their next stages in learning.

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

Children develop excellent independence as they move freely both inside and outside, and follow their own interests during play. They are very familiar and extremely comfortable in their surroundings. Children know where to find the equipment that they would like to use and confidently help themselves. They take full advantage of the opportunities for exercise and fresh air, in the beautiful forest area. For example, children love building dens and searching for insects. Some are excited to see what staff have hidden under leaves and lily-pads in the pretend pond. Others collect water, bark and herbs and pretend to make tea, taking turns to stir the ingredients. They show that they are aware of safety, as they remind one another to be careful because tea is hot. Staff apply rules and boundaries consistently and sensitively. Children know the daily routines very well, and use a picture timetable to remind them of what is coming next. This is particularly helpful for children with special educational needs and/or disabilities. Staff work seamlessly with parents, childminders and relevant professionals. Therefore, children's care is consistently supported across all settings, and children are particularly well prepared for change when it is time to move on.

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

Leadership is inspirational and the continual drive for improvement is very successful. Staff enthusiastically seek the opinions of children, parents, carers and other professionals, in order to pinpoint priorities for further development. Since the last inspection, leaders have recognised how much the improved outdoor spaces have truly enhanced the experiences for children. They are hoping to extend this even further by finding ways that they can make even better use of the forest area during different weather conditions. Training and coaching for staff is a priority. This results in a well-qualified, highly knowledgeable and dedicated staffing team who continually strive for the very best. As a result, they make sure they deliver exceptionally high-quality care and education to all children.

Setting details

Unique reference number	250123
Local authority	Solihull
Inspection number	854744
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	26
Number of children on roll	35
Name of provider	St Alphege Pre-School Committee
Date of previous inspection	4 December 2009
Telephone number	0121 247 8489 or 07752245423

St Alphege Pre-School was registered in 1968. The setting employs six members of childcare staff. All hold appropriate early years qualifications at level 3 and above, including two with a Foundation Degree in Early Years. The setting opens from Monday to Friday during term time. Sessions in the pre-school are from 9.10am until 12.10pm. The pre-school provides funded early education for two-, three- and four-year-old children. The setting also offers out of school provision known as No.1 Club. This is open from 8am until 8.45am and from 3.25pm until 6pm. The setting supports children with special educational needs and/or disabilities.

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