

Madley Pre-School

Madley School, Madley, HEREFORD, HR2 9PH



Inspection date

15 June 2015

Previous inspection date

6 April 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff's qualifications and secure knowledge of the learning and development requirements have a positive impact on the learning experiences they provide for children.
- Staff value all children as unique individuals. As a result, all children are fully included and learn to understand and respect the needs of others.
- Good partnerships with parents ensure that children's needs are met and their learning is well supported.
- Children are protected from harm. Most staff are qualified in paediatric first aid. Safeguarding practice is regularly discussed and policies and procedures are implemented very well.
- Children's good health is promoted well. Children enjoy healthy meals and snacks. The outdoor areas provide good opportunities for children to continue their learning outside in the fresh air.
- The management team are enthusiastic about what they do and want the best for children. They demonstrate a strong commitment to improving the quality of care and teaching by reflecting on their practice and putting in place plans for improvement.

It is not yet outstanding because:

- On occasions, staff interrupt children's learning because they are not always aware of when it is appropriate to intervene in their play.
- Staff have not considered the need for children to have the opportunity to relax in a comfortable area.

What the setting needs to do to improve further

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

- support children's learning even further by monitoring children's engagement in activities to identify when, or when not, to intervene so as not to inhibit learning
- provide a suitable area where children can sit comfortably, relax or sleep.

Inspection activities

- The inspector had a tour of the pre-school with the manager.
- The inspector observed teaching and learning activities indoors and outside.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector held a discussion with the manager and nominated person.
- The inspector checked evidence of suitability and qualifications of staff working with children and reviewed the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Tina Smith

Inspection findings

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

Staff plan a wide range of activities both inside and outside to support children's good progress. Staff know their key children well. They identify their next steps in learning and effectively track the progress they make. Staff quickly identify children with special educational needs and/or disabilities. They put together targeted support plans which successfully help them to make good progress given their starting points. Staff engage children in meaningful conversations and children are confident to make their wants and needs known. Children of all ages engage in imaginary play. They excitedly prepare and serve dinner in the 'mud kitchen'. They enjoy getting messy as they make marks in mud. Younger children explore sand and water and excitedly fill and empty various sized containers. Older children investigate items that float and sink. Children are engaged in activities for long periods. This means they are motivated and active learners. However, on occasions staff hinder children's learning by interrupting their play and asking too many questions. As a result, some children disengage and move on to another activity. A range of activities help children to develop their reading and writing skills, ready for starting school.

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

Children are settled, content and enjoy trusting relationships with staff who offer them lots of cuddles, praise and reassurance. Staff treat children with kindness and respect and make boundaries clear. As a result, children understand what is expected of them and behave well. Children enjoy playing outdoors in a secure area and have access to a Forest school site where they engage in sensory experiences and develop safety skills. The pre-school is warm and welcoming with a generally good range of resources, which are easily accessible to children. However, children do not always sit comfortably or relax peacefully because staff do not provide a suitable space or means, such as cushions, for them to do so. All staff have a very good awareness of children's individual dietary requirements.

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

The management team are strong and have a very good knowledge of the learning and development requirements and how to keep children safe. There are rigorous recruitment procedures to check that staff are suitable for their role. The management team successfully monitors and reviews the quality of teaching and children's progress. They support staff's professional development through appraisals and peer reviews. Staff are supported to attend a variety of training courses and are encouraged to use the skills gained to improve learning outcomes for children. Partnerships with the on-site school are extremely good and children regularly participate in school activities. This helps to prepare them emotionally for the move to school when the time comes.

Setting details

Unique reference number	EY416484
Local authority	Herefordshire
Inspection number	851727
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	41
Name of provider	Madley Pre School Committee
Date of previous inspection	6 April 2011
Telephone number	01981 250015

Madley Pre-school was registered in 2010. The pre-school employs 10 members of staff. Of these, two are qualified teachers and five hold appropriate early years qualifications at level 2 or 3. The manager has Early Years Professional status. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two- three- and four-year-old children. The pre-school supports children with special educational needs/or disabilities.

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