

Ford Pre-School

Hugh Joicey Church of England First School, Ford, Berwick-upon-Tweed,
Northumberland, TD15 2QA



Inspection date

23 June 2015

Previous inspection date

13 December 2010

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

- The quality of the teaching is outstanding. Staff provide an exceptional range of fun, high-quality learning experiences. The children actively explore their environment, are highly motivated and enjoy learning. As a result, all children are making superb progress towards the early learning goals.
- A wide variety of observations and photographs of each child's progress are carefully recorded in their learning journals. This helps staff to illustrate important milestones in children's learning. Parents value being able to contribute to these, especially in giving information about the changing interests of their child.
- Children benefit from a superb outdoor learning environment, which prepares children to learn about nature and the world around them. Consequently, children develop essential skills, and are exceptionally well prepared for their move to school.
- New children settle quickly as staff support them extremely well, allowing them to explore and interact at their own pace. This supports children's emotional well-being successfully. Staff inspire and challenge children by providing accessible resources and enabling spontaneous activities.
- All staff are well qualified and take part in regular training to benefit themselves and children. Their continuous research is effectively shared and used very well to make improvements. Staff are very keen to implement new ideas, especially those inspired through training and networking with other professionals.
- The pre-school has forged effective links with the host school and a range of other professionals. Information is regularly shared, for example, in relation to support strategies and teaching methods. Consequently, the quality of children's experiences is enhanced and the move to school is made as seamless as possible.

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 opportunities for imaginative and role play even further by making sure that the resources used by the children are replenished even more frequently.

Inspection activities

- The inspector observed activities throughout the pre-school in both indoor and outdoor spaces.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the pre-school leader, staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection and recorded on questionnaires sent out by the pre-school.
- The inspector checked evidence of the suitability and qualification of staff working with children, and the provider's self-evaluation documentation.
- The inspector carried out a joint observation with the pre-school leader.

Inspector

Janet Fairhurst

Inspection findings

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

Children are helped to learn and develop exceedingly well. Staff are highly effective in their teaching, knowing when to intervene, support and extend children's learning by providing a wide range of opportunities from which children can choose. They are very experienced and have an excellent understanding of how young children learn. Skilled questioning, the modelling of new vocabulary and high levels of support encourage children's rapid development. Children express their creativity well through their play. However, very occasionally resources in the role-play shop are not replenished quickly enough so children can continue their play. The children's progress is carefully monitored and next steps planned so children naturally make outstanding progress through their involvement in activities that engage their interest and curiosity. There is a buzz of busy children extremely focused on their chosen task who delight in their activities. This is especially evident during outdoor play where staff have created a mini-forest and a mass of secret pathways and hideouts. Children's imagination expands with all the possibilities of adventurous play. They explore new ideas and extend their physical and social skills as they share their games and activities with others.

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

Staff know children very well. This, combined with regular contact with parents, ensures staff have excellent opportunities to discuss any individual issues or concerns and to share successes promptly. Children behave exceptionally well because of the very strong relationships with staff, who set an excellent example. As a result, children are developing very good collaborative skills, for example, when sharing the computer and building a tower together with bricks. Children's health and safety are protected to an outstanding level. Staff regularly talk to children about healthy food choices and provide a wealth of opportunities for them to experience fresh air and physical exercise. Many opportunities exist for children to assess and manage risks while engaged in adventurous activities. For example, they understand how to behave when they are close to the wildlife pond.

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

The pre-school leader is a highly effective leader. She regularly observes the practice of her staff and provides them with constructive feedback to improve practice. The progress of children is meticulously monitored and analysed in order to quickly identify any areas in need of support or extension. Children are extremely well protected. All staff fully understand their roles and responsibilities, with regard to child protection and implement rigorous safeguarding procedures. Recruitment, vetting and induction procedures are rigorous and ensure that all staff are suitable to work with children. The staff team are not complacent and continually aspire to improve their service. They use incisive self-evaluation and detailed improvement plans to accurately identify how they can improve even further.

Setting details

Unique reference number	EY269577
Local authority	Northumberland
Inspection number	848536
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	34
Name of provider	Ford Pre-School & Ford Toddlers Committee
Date of previous inspection	13 December 2010
Telephone number	07929 403 411

Ford Pre-School was registered in 2004. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds an early years qualification at level 4, and two hold early years qualifications at level 3. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.45am until 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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