

Manthorpe Pre-School Playgroup

The Village Hall, Low Road, Manthorpe, Grantham, Lincolnshire, NG31 8NQ



Inspection date

16 July 2015

Previous inspection date

4 July 2011

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

- Children thrive at the pre-school because they are actively engaged in worthwhile and challenging experiences that take into account their interests and needs. Excellent opportunities are provided for children to prepare for their future learning.
- Staff regularly complete accurate observations of children as they play. These enable staff to successfully assess children's achievements and next steps in learning. As a result, staff provide a highly personalised learning and development experience for each child.
- Outdoor activities are a real strength of the pre-school. Children spend copious amounts of time outside. Staff effectively use the local environment and resources to significantly enrich children's overall development.
- Children are effectively safeguarded because staff have an exceptionally clear understanding of how to report concerns to management and the relevant agencies.
- Systematic risk assessment of the premises ensure that children are safe at all times. Risk assessments while on outings are also undertaken.
- Children are exceptionally well behaved and have high self-esteem due to the praise and encouragement they receive from staff.
- Children with special educational needs and/or disabilities are effectively supported due to extremely close partnerships with outside agencies. The pre-school promotes inclusive practice and ensures all children are given the time and attention they require to reach their full potential.
- The monitoring of the educational programmes is constant and thorough. This means children's needs are quickly identified and exceptionally well met.

What the setting needs to do to improve further

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

- consider using the highly effective approach to supervision and monitoring of staff teaching practice with trainees and new staff from the outset.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector held meetings with the manager and deputy manager of the pre-school. She also spoke with the chair of the committee.
- The inspector evaluated learning activities with the deputy manager of the pre-school.
- The inspector looked at a sample of children's records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff and committee members.
- The inspector took account of the views of parents spoken to on the day and from information included in parents' written feedback.

Inspector

Tracy Hopkins

Inspection findings

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

The pre-school is extremely well resourced and visually stimulating which successfully supports all children's learning and development. The thoughtful deployment of staff means that each child's designated key person knows them extremely well and plans very effectively for their individual needs. As a result, all children are making excellent progress in their learning and development. Opportunities are used throughout the day to promote active learning. A range of excellent outdoor toys support children's physical skills as they climb on static equipment and ride wheeled toys with expertise. A role-play activity about going to the beach encourages children to think about and solve problems in a fun and engaging way. The children decide what they are going to pack in their cases, thinking about how much the case will weigh. In addition, they talk about what they need in wet and dry weather. Children learn about the wider world through positive images to reflect difference and diversity. Staff use key words and visual displays to support children who speak English as an additional language. This ensures that all children make good progress in their communication and language skills.

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

The premises are extremely well organised. There are extensive resources that children can use in a variety of ways to extend their chosen activity. For example, children use wooden blocks to make a road for their cars. Their ideas are valued and encouraged which leads to high levels of self-esteem and motivation to learn. Staff expertly interact as they play alongside the children. This means that children are constantly challenged and supported. Children benefit from the highly successful relationships that exist between staff, parents and other professionals involved in their care and learning. This provides children with consistency and, as a result, all children are extremely well prepared for their next stages in learning. Children are reminded of the importance of washing their hands to support good hygiene. Staff act as good role models and eat their lunch with the children. They engage them in conversation, using mealtimes as a further opportunity to develop children's social skills.

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

Excellent partnerships with parents mean that parents are fully involved in their child's learning and development. Parents are regularly updated about their children's progress through detailed reports and meetings, and receive ideas on how to extend this at home. Robust recruitment procedures ensure staff are suitable to work with children. The well-qualified management team support the staff to continuously improve their knowledge and skills. Highly effective appraisals, supervision and training sessions are in place. In addition, staff regularly observe each other and share good practice throughout the pre-school. This means that staff are constantly assessed and supported to improve their teaching which has a very positive impact on the children. However, trainees and new staff do not take part in this process from the outset.

Setting details

Unique reference number	253484
Local authority	Lincolnshire
Inspection number	864504
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	42
Name of provider	Manthorpe Pre-School Playgroup Committee
Date of previous inspection	4 July 2011
Telephone number	01476 573893

Manthorpe Pre-School Playgroup was registered in 1967. The pre-school employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one member has level 2, a further member is working towards level 3 and the other staff member is a graduate leader with a degree in Early Childhood Level 6. The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 3pm on Monday, Tuesday and Wednesday. Sessions are also available from 9am until 1pm on Thursday and Friday. The pre-school provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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