

Orleton Pre-School

Orleton School, Orleton, LUDLOW, Shropshire, SY8 4HQ



Inspection date	20 November 2015
Previous inspection date	13 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are engrossed and play imaginatively, especially when activities reflect their ideas and interests. Staff are skilled at helping children learn as they play. They come alongside them, asking questions and encouraging children to explore their thinking. Consequently, children make good progress in their learning and development.
- There are good links with the school. Children join in some school lunchtimes, physical education sessions and other activities so they get to know the school staff, premises and routines. Pre-school and school staff successfully work together to ensure consistency in preparing children for full-time education and to raise children's attainment in literacy and mathematics.
- Parents' views about their children's routines, interests and abilities are gathered to help staff get to know children and effectively plan for their needs. Parents are well informed about their children's activities and progress. They agree with staff how their children's next steps for learning are to be followed up.
- Parents, school representatives and other members of the community are part of the pre-school's committee. They have worked together successfully to improve the quality of care and learning since the last inspection. Opportunities to take part in school and community activities extend children's experiences and help them to be confident to learn and socialise in different surroundings.

It is not yet outstanding because:

- Staff do not always successfully promote children's attentive listening and involvement.
- Staff do not always make the most of opportunities to help young children to understand and follow the pre-school's behaviour boundaries and expectations.

What the setting needs to do to improve further

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

- explore additional ways to promote children's listening skills and involvement during group activities and discussions
- provide further opportunities to help children understand and follow behavioural boundaries and expectations.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed joint observations with the manager and the chair of the management committee who is the registered provider.
- The inspector held meetings with the manager, provider and head teacher of the school. She spoke to the local authority early years representative, staff and children.
- The inspector looked at relevant policies and documentation, including the provider's self-evaluation form and improvement plans. She checked evidence of the management committee members' suitability and of the staff's suitability and training.
- The inspector spoke to a small selection of parents during the inspection. She took account of their views and of other parents' views from their written feedback to the provider.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, the committee and manager have shown vision and commitment, successfully making improvements. They have recruited and developed an effective staff team. More robust staff performance and training procedures ensure the manager and staff are well-qualified and knowledgeable. Monitoring and evaluation have improved. Staff effectively track children's progress and check the educational programme covers all areas of learning. Staff's expertise and examples of good practice are used to enhance teaching and learning. Arrangements for safeguarding are effective. The committee ensure that all those involved in the pre-school are suitable and know how to protect children from harm. All staff attend regular safeguarding training. They recognise signs of abuse and take prompt action to address any concerns about a child.

Quality of teaching, learning and assessment is good

The manager and staff complete accurate assessments of children's progress. They identify next steps for children's learning and children enjoy rich and varied activities, including many opportunities to investigate, be active and be creative. For instance, they eagerly talk about dinosaurs and how things change over time as they explore melting ice. Children and staff draw and compare sizes of dinosaur footprints which they walk along to practise their balancing skills. Staff effectively promote children's communication and early literacy skills. Children enjoy well-told stories and make marks with a variety of media. Older children are beginning to make recognisable letters in preparation for school. Children listen and remain involved during small-group activities but sometimes their attention waivers when learning in larger groups. This is because more-able children are not always sufficiently challenged and younger or less-able children need more help to concentrate. Children are particularly purposeful and play cooperatively during free-choice activities. They work together to make a complex train track and enjoy using small-world vehicles to make tracks in sand.

Personal development, behaviour and welfare are good

Children are happy, settled and well cared for by the kind and encouraging staff team. Children enjoy exploring the welcoming, well-resourced surroundings. Their behaviour is generally good. They share, take turns and get on well. Staff remind children to sit still and listen carefully before reading a story. However, sometimes during group activities or session changeover times, staff do not always make it clear what is happening next and what is expected. Some children then find it difficult to respond to staff's requests. Children are physically active and relish being outdoors. They eat healthily and are sensitively supported to independently manage their personal care. Children are well supervised, looked after in safe, secure surroundings and taught how to safely use tools.

Outcomes for children are good

Children, including those in receipt of early education funding, make good progress in relation to their starting points. Well-targeted support and strategies ensure children with developmental delay make the best possible progress. Children are well prepared for school.

Setting details

Unique reference number	EY398783
Local authority	Herefordshire
Inspection number	1028178
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	20
Number of children on roll	61
Name of provider	Orleton Pre School Group Committee
Date of previous inspection	13 November 2012
Telephone number	01568 780143

Orleton Pre-School was registered in 2009. The pre-school employs seven members of childcare staff. One member of staff has a degree and the other staff hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday during school term time. Sessions are from 8.30am until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. Support is provided for disabled children and those children who have special educational needs. There are close links with the school where the pre-school is located.

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