

Staunton-on-Wye Pre-School



Staunton-on-Wye Endowed Primary School, Staunton-on-Wye, Hereford,
Herefordshire, HR4 7LT

Inspection date	21 January 2016
Previous inspection date	12 October 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leaders and managers are constantly in pursuit of excellence. Staff are committed and dedicated to what they do. They work incredibly well together to meet the requirements of the Early Years Foundation Stage and continue to do so at the highest level.
- All staff are qualified. Staff are very well supervised and benefit from plenty of opportunities to expand their knowledge and skills. This contributes greatly to the excellent quality of care and education they consistently provide.
- Children make excellent progress. Staff are expert teachers. They consistently use what they know about each individual child to begin to help them reach their full potential.
- The environment is welcoming, bright and stimulating. A wide range of resources, activities and experiences are available. The curriculum provided is interesting and exciting. Children are consistently motivated to take part and inspired to learn.
- Staff are kind, caring and friendly. They get to know children extremely well from the start. Children swiftly form very close bonds and secure attachments to key staff. Children are confident, happy and very well settled in the pre-school.
- Children behave exceptionally well. Staff consistently promote the behaviour rules and expectations of the pre-school. Children readily listen to staff, take turns with their peers, demonstrate patience in waiting for their needs to be met and play well together.
- Highly successful partnerships are established with parents, other providers and professionals. Information about children is shared in great detail. This helps to promote excellent continuity with all those involved in children's care and education.

What the setting needs to do to improve further

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

- continue to expand the range of activities and experiences that help to promote older children's excellent writing skills in preparation for school.

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 a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and nominated person from the committee. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is outstanding

The drive of leaders and managers to continually move forward is ambitious and inspirational. They carefully reflect on the quality of the provision and include the views of all those involved. In their pursuit of the best possible outcomes for all children, new ideas and initiatives are being discussed and implemented all the time. Recently they have identified a desire to build even further on the already excellent curriculum provided. They are already building on mathematical activities and have plans in place to extend the activities provided that help to promote older children's skills in writing. The arrangements for safeguarding are effective. Managers and staff are highly knowledgeable about safeguarding legislation and child protection issues. They know exactly how to report any concerns and are clear about their role in helping to protect children from harm.

Quality of teaching, learning and assessment is outstanding

Staff have an expert understanding of how to promote the learning of young children. They get to know children well and provide an extensive range of activities to promote their individual learning needs. For example, younger children benefit from playing games that require them to listen, concentrate and think. This helps to promote their communication and language skills. Older children really enjoy taking part in activities that help to build on their understanding of the world. They have opportunities to talk about the people in their family and look closely at the natural environment. Managers carefully monitor the curriculum and look closely at the impact this has on children's attainment. The pre-school special educational needs co-ordinator ensures all children receive the prompt help and support they need. Any gaps in children's attainment are swiftly closing. All children make the best possible progress.

Personal development, behaviour and welfare are outstanding

Children thrive because their physical and emotional well-being are incredibly well promoted. The environment is clean, safe and secure. Staff teach children about keeping themselves safe. For example, they use activities, such as cooking to talk to them about potential dangers in the environment and discuss how to overcome these. Children benefit from plenty of fresh air. Children greatly enjoy visiting the Forest School where they have opportunities to expand their physical skills. Staff encourage them to carefully run around on the challenging terrain and negotiate the space available. Staff are exceptionally sensitive to the individual needs of every child and their families. They ensure that children's care needs are always well met. Children benefit from plenty of opportunities that reflect and value the diversity of their experiences. They learn to celebrate each other's similarities and differences and learn about the wider world.

Outcomes for children are outstanding

All children make outstanding progress from where they started. This includes children who benefit from funded education and disabled children and those with special educational needs. Children are promptly acquiring the key skills they need to be ready for school. Children learn to independently manage their own care needs. They also learn to confidently express themselves and share their ideas.

Setting details

Unique reference number	EY413519
Local authority	Herefordshire
Inspection number	850011
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	30
Number of children on roll	38
Name of provider	Staunton on Wye Playgroup Committee
Date of previous inspection	12 October 2011
Telephone number	01981 500682

Staunton-on-Wye Pre-School was re-registered in 2010. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above and the manager holds a relevant qualification at level 5. The pre-school opens from Monday to Friday, 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. It also supports disabled children and those with special educational needs. The pre-school also runs a before- and after-school club. Sessions are from 8am until 9am, five days a week and from 3.30pm until 5.30pm, three days a week.

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