

Foulds Pre-School

Foulds School, Byng Road, Barnet, Herts, EN5 4NR



Inspection date	4 March 2016
Previous inspection date	9 February 2012

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

- Leadership is inspirational. The manager and staff are determined and committed to their pursuit of the highest-quality care and education for the children. Incisive evaluation of staff practice leads to a well-focused plan of professional development and extremely effective teaching and learning. This helps to ensure that all children make the best possible progress.
- Teaching is consistently outstanding. Staff interact exceptionally well with the children and are highly responsive to their ideas. They show a superb understanding of how children learn. Children enjoy a wide range of exciting experiences that captures and engages their interests.
- High-quality observations and accurate assessments are used to meticulously plan for children's next stage in learning. Children are challenged by activities that are precisely matched to their needs and interests.
- Children flourish in this exceptionally caring learning environment. The key-person system is highly effective. Children have secure attachments with staff. Staff are kind and attentive and children's individual care needs are extremely well met. Children's behaviour is excellent and they demonstrate impeccable manners.
- Disabled children and those with special educational needs are supported extremely well. Staff meet with parents and take advice from other professionals to ensure that all children's individual needs are met.
- Right from the start, management and staff highly value parents as partners and place the highest priority on working in true partnership with them. Parents speak extremely highly of the staff. They feel their children are nurtured and thrive in the staff's care.

What the setting needs to do to improve further

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

- build on the highly effective partnerships with parents and other early years settings, reviewing the impact of this on how children can benefit even more from the shared approach to supporting and maintaining their outstanding progress.

Inspection activities

- The inspector observed activities both indoors and in the outside play areas and talked to the staff and children at appropriate times.
- The inspector carried out a joint observation with the pre-school manager and held a meeting with her.
- The inspector looked at children's assessment records, planning documents and a range of other documents, including the safeguarding procedure.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and of the pre-school's self-evaluation form.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The manager and staff have an exceptionally thorough understanding of local safeguarding arrangements. All staff know what to do if they have concerns about a child's welfare. They provide a culture of support for children by giving them opportunities to talk about their feelings and concerns. Robust recruitment procedures are in place to ensure that all people working with children are suitable to do so. A rigorous induction programme and ongoing strong supervisions and appraisals of staff's practice help to ensure they are experts in their role. The sharply focused assessments and tracking of individuals and groups of children's progress help to ensure any weaknesses in children's learning are quickly identified and addressed. Staff gather and provide parents and childminders with extensive information on children's learning. They have identified that there is scope to further enhance these excellent partnerships to ensure children maintain their outstanding progress.

Quality of teaching, learning and assessment is outstanding

Excellent teaching techniques encourage children to be active, enthusiastic and independent learners. As they use blocks to build high structures, children discuss their ideas with each other. They are quick to support others, by holding up blocks or suggesting other ways of making things work. They praise each other for their good work. Staff give high priority to children's early mathematics and literacy skills. They teach children mathematical concepts, such as weight and volume, as they make dough. Staff provide a wealth of opportunities for children to develop early writing skills. They provide activities on a large scale as they understand children need to develop their large muscles in preparation for writing. They provide mark-making utensils for sand, clipboards outdoors and a range of paper and envelopes to encourage children to write letters.

Personal development, behaviour and welfare are outstanding

Staff are excellent role models. They show respect for children's decision-making skills and recognise their good choices. Children are supremely confident in the carefully organised learning environment. Children know where toys and resources are kept and confidently help themselves. The wonderful cosy area is a particular favourite of the children. They consistently use this comfortable, secure space to sit quietly or to share a book with their friends. Staff talk to children about risks and good health during their play. For example, they talk about the dangers of using boiling water and the importance of brushing teeth. Children enjoy being physically active and have regular fresh air in the inspiring outdoor area. They carefully look at plants and flowers through magnifying glasses and are very proud to show adults their superb observational drawings.

Outcomes for children are outstanding

Staff have a precise understanding of children's individual learning preferences and know how to help them succeed. Children are allowed uninterrupted time to think and explore as they become absorbed in their learning. This helps children to be highly motivated and excited to learn. All children make consistently high rates of progress in relation to their starting points and are extremely well prepared for the next stage of their education.

Setting details

Unique reference number	147535
Local authority	Barnet
Inspection number	1024253
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	47
Name of provider	Denise Patrick
Date of previous inspection	9 February 2012
Telephone number	0208 440 9040

Foulds Pre-School was registered in 1985. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above, and the manager holds Early Years Professional status. The pre-school opens Monday to Friday from 8am until 4.30pm, during school term times and through some school holidays. The pre-school provides funded early education for two-, three- and four-year-old children, and also supports disabled children and those with special educational needs.

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