

Golden Valley Preschool

The Portacabin, c/o Peterchurch Primary School, Peterchurch, Hereford, HR2 0RP



Inspection date	21 March 2016
Previous inspection date	11 February 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
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's uncompromising commitment to continuous improvement results in exceptionally high standards of care, learning and teaching. The manager's ambitious vision is shared by all staff and the committee.
- The manager and staff have developed highly effective partnerships with children's parents, other agencies and local early years providers. Excellent information sharing helps to ensure children receive tailored support which helps them make excellent progress and reach their full potential.
- High-quality teaching engages children in purposeful play. Children enjoy a wide range of stimulating learning experiences that keep them motivated and eager to join in. For example, children enjoy mixing paints with shaving foam. They watch the effects and predict the colour changes.
- High priority is given to children's language skills. Staff interact exceptionally well with the children. They are responsive to children during activities. Staff model language and introduce descriptive words to extend children's vocabulary.
- The key-person system is highly effective. Children flourish in this exceptionally caring, learning environment. Children's individual care needs are fully met by the kind and responsive staff.
- Children's behaviour is exemplary. Staff consistently reinforce positive behaviours using effective strategies. Children show high levels of cooperation and respect for one another.
- Staff make excellent use of the local environment. Children enjoy regular visits to the community, such as woodland walks and choosing books from the library in the church. Children learn about the wider world. Staff teach them about other children from around the world who are less fortunate.

What the setting needs to do to improve further

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

- monitor the effects of new strategies put in place to engage parents even further and enhance their involvement in their children's learning.

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 a pre-school's deputy manager.
- The inspector held a meeting with the pre-school manager. 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 during the inspection and took account of their views.

Inspector

Susan Cother

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager, staff and committee have a comprehensive knowledge of the Early Years Foundation Stage. The manager is well qualified and highly effective. She recognises the importance of ongoing professional development. Staff attend training courses to build on their professional knowledge. They use the information gained to inform their practice and enhance the pre-school. The sharply focused monitoring of children's progress means that any gaps in learning are quickly identified and addressed. Funding is used exceptionally well to support children's learning and development. For example, children enjoy weekly visits from a music therapist. Arrangements for safeguarding are effective. All staff receive safeguarding training. Staff share a comprehensive knowledge of the known indicators of abuse and neglect and children's welfare is actively promoted and comprehensively protected.

Quality of teaching, learning and assessment is outstanding

Children experience a precise balance of adult-led and child-led activities. Staff use the knowledge and expertise of other professionals to further enhance the excellent learning experiences the children receive in the pre-school. This helps children learn about different occupations and ways of life. For example, children enjoy visits from local farmers who bring in baby animals during the spring. All staff make purposeful observations and precise assessments of the children. The information is used to inform planning and identify clear and targeted next steps in learning. Staff provide parents with detailed information about children's progress through excellent communication and regular meetings. However, the manager has identified that there is scope to engage parents more deeply in their children's learning.

Personal development, behaviour and welfare are outstanding

All children are extremely happy and settle quickly. They are supremely confident in the well-organised learning environment. Staff provide children with appropriate praise and encouragement and successfully promote children's emotional well-being. Children demonstrate excellent independence skills. Staff instinctively know when to offer children support or when to stand back. Children enjoy being physically active and enjoy regular outdoor play. Excellent learning opportunities are used to help children learn to behave safely and take manageable risks.

Outcomes for children are outstanding

All children make excellent progress based on their starting points. They are exceptionally well prepared for the next stage in their learning or the move to school. Children are provided with a vast range of activities to develop their mathematical and literacy skills. For example, children roll batons down a ramp and enthusiastically discuss distance and speed. Children listen well and join in with favourite stories. They demonstrate impressive skills as they discuss the title and the content of books. The move to school is extremely well managed. Children develop confidence within the school environment as they enjoy weekly shared activities with Reception class children.

Setting details

Unique reference number	EY391768
Local authority	Herefordshire
Inspection number	859386
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	27
Number of children on roll	26
Name of provider	Golden Valley Pre School Committee
Date of previous inspection	11 February 2010
Telephone number	01981550892

Golden Valley Pre-School was registered in 2009. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The manager holds an appropriate early years qualification at level 5. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs.

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