

Opportunity Pre-School

Kempsfield, Primrose Drive, Shrewsbury, Shropshire, SY3 7TP



Inspection date	21 March 2016
Previous inspection date	29 June 2010

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

- Staff have very high expectations of what children can achieve. This includes disabled children and those with special educational needs, and children who speak English as an additional language. Teaching is inspirational, providing highly motivating and challenging experiences for children.
- Partnerships with parents are excellent and staff go out of their way to provide inspirational support for children and their families. The pre-school works exceptionally hard to actively and successfully encourage parents to be involved in all aspects of their children's learning. This helps parents to support their children to make the best possible progress.
- Relationships between the staff and the children are very caring, with children developing strong bonds. Children are extremely confident and self-assured learners. A gradual settling-in period helps children to settle quickly under staff's attentive care and regular praise. Children are very happy and secure within the pre-school.
- A highly committed staff team and committee share a joint vision to maintain excellence. This means that the pre-school is highly motivated to improve and build on their current outstanding performance.
- Staff's use of every opportunity helps to increase children's vocabulary through daily activities. Children are given time to listen, think and express themselves through inspiring and innovating activities.
- Thorough and regular evaluation has an impressive impact on staff's practice and ensures teaching is highly effective.
- Excellent relationships with other settings that children also attend contribute to a well established, shared approach to children's care and learning.

What the setting needs to do to improve further

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

- continue to develop the excellent monitoring in place to provide even more detailed analysis of the progress made by different groups of children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and looked at relevant documentation. This included self-evaluation and evidence of the suitability of staff working in the pre-school and committee members.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lesley Bott

Inspection findings

Effectiveness of the leadership and management is outstanding

Arrangements for safeguarding are effective. Staff actively contribute to the safeguarding procedures. They have an exceptional knowledge and understanding of any action they should take should they have a concern about a child. The manager is inspiring and highly motivates her staff team. Children's progress is significantly enhanced by the excellent attention given by staff to their professional development. Detailed and effective monitoring identifies where children may be slow to achieve. Staff plan activities that inspire and are innovative to close any gaps in children's learning. The manager is currently working on ways to further extend her monitoring of different groups of children, in order to check even more swiftly that no group is falling behind in their learning. Highly successful strategies ensure that parents and other professionals are comprehensively and thoroughly involved in their children's learning. Meticulous attention is given by staff to meeting the needs of children with special educational needs or who speak English as an additional language. Their expert knowledge and excellent understanding of how children learn and what they can achieve ensures all children make rapid progress in their learning.

Quality of teaching, learning and assessment is outstanding

Children learn in a stimulating and very well-resourced environment. Staff carry out precise assessments of the children's progress which are rigorous and sharply focused on identifying what children need to learn next. Children's interests are closely followed by their key person. Next steps are extremely well identified and planned for, to extend children's skills further. Staff respond swiftly to children's individual needs. They successfully adapt their teaching to plan for children's differing abilities. Staff take action to address concerns and give more-able children optimal challenge to enable them to make rapid progress. Children's interest in print and language is inspiring and creative. Younger children extend their early writing skills on large boards and chalk outside. Older children use feathers and glass beads to create the first letter of their name on the floor.

Personal development, behaviour and welfare are outstanding

The pre-school is incredibly welcoming and inviting. Children initiate their own play as they choose from resources which are inspiring and highly motivating. Staff expertly introduce discussions with children about acceptable behaviour within the group. Children are always kind and helpful to each other as staff consistently encourage children to take turns and share. Children demonstrate their excellent listening skills as they work as a team at tidy-up time, understanding their routine when the special music comes on. All children benefit from plenty of fresh air and daily outside activities. Healthy eating is firmly established with the children from an early age. Workshops for parents help to encourage them to provide healthy lunch boxes and to understand the importance of nutritious and well-balanced meals and snacks.

Outcomes for children are outstanding

Superb teaching ensures that all children achieve and develop skills to be ready for the next stage in their learning, such as starting school. All children, including those who receive funding, make excellent progress.

Setting details

Unique reference number	259068
Local authority	Shropshire
Inspection number	854937
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	31
Name of provider	Shrewsbury Opportunity Group Committee
Date of previous inspection	29 June 2010
Telephone number	01743 247600

Opportunity Pre-School was established in 1989. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school manager has Early Years Professional status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 2.45pm. 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, and children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

