

Southborough Pre-School

Southborough Primary School, Southborough Lane, BROMLEY, BR2 8AA



Inspection date

3 May 2016

Previous inspection date

18 July 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

- The quality of teaching is consistently strong. Staff plan innovative and challenging activities that stimulate children's creativity and imaginations. This contributes to the enthusiasm and perseverance that children demonstrate in their learning.
- Staff complete high-quality assessments, helping them to develop excellent knowledge of every child's learning needs. They swiftly identify any children who may need extra support in their learning. This helps all children, including those who have special educational needs or disability, to make good, and in some cases excellent, progress.
- The provider and manager are passionate and dedicated to providing the highest possible care and education for children. Arrangements to evaluate their practice are extremely effective and demonstrate a commitment and drive to continuously build on their already outstanding practice.
- The pre-school has developed highly effective partnerships with other settings and works very closely with local schools. They share information and training sessions that support staff to familiarise children with routines and teaching methods. This helps children to be very well prepared for when they move on to school.
- Children's emotional well-being is central to the pre-school. Staff form remarkably supportive relationships with children and parents comment that this extends to the child's family. This contributes to the high levels of confidence and sense of security of the children who attend.

What the setting needs to do to improve further

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

- review the impact of planned strategies that build on the excellent relationships with parents and support children's learning and development.

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 provider. 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

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager has high expectations of all staff. An excellent programme of support and targeted professional development ensures that, although already well qualified, they continue to develop their knowledge and skills. Furthermore, staff share their strengths among the team and are extremely supportive of each other. This contributes to their capacity to continuously build on their high-quality teaching. The arrangements for safeguarding are effective. A strong focus on training and mentoring helps staff to develop first-rate knowledge of how to protect children from harm. Highly successful strategies help to engage parents very effectively in their children's learning and development at pre-school. The manager has identified that she would like to strengthen relationships with parents even further and support children's learning at home even more effectively.

Quality of teaching, learning and assessment is outstanding

Staff have expert knowledge of how children learn. Assessments of and planning for children's learning are meticulous. They have high expectations of all children, including those who have special educational needs or disability. Staff plan activities that are tailored exceptionally well to children's individual needs and interests. They become highly motivated and engaged and clearly enjoy their learning. For example, children become engrossed as they explore different ways to connect cardboard boxes using items, such as pipe cleaners and key rings. This helps support their physical development and problem-solving skills. There is a strong focus on children's developing communication and language skills. This contributes to their excellent rates of progress in this area of learning.

Personal development, behaviour and welfare are outstanding

The learning environment is very well planned and inviting. Children have access to a range of high-quality resources that supports their development across all areas of learning. Staff are extremely attentive and offer children an abundance of praise. This contributes to their high levels of confidence and self-esteem. Staff provide children with opportunities to take controlled risks. For example, while under close supervision, they use small hammers and nails to arrange shapes on a corkboard. This helps them to learn how to keep themselves safe. Staff give children clear and consistent boundaries that help them to understand right from wrong and their behaviour is exceptional. Staff teach children about the importance of exercise and its effects on their bodies as they climb, balance and ride bikes. This helps to promote their physical development and well-being very effectively.

Outcomes for children are outstanding

Children demonstrate extremely positive attitudes towards their learning. For example, they lead their own play, make choices and explore and investigate their environment while designing and building dens in the outdoor environment. All children, including those who have special educational needs and disability, make good progress and some make remarkable progress. They develop strong skills in literacy and mathematics. For example, they accurately count up to 20 objects and begin to form letters in their name from an early age. This helps to prepare them extremely well for later learning at school.

Setting details

Unique reference number	EY345896
Local authority	Bromley
Inspection number	1040047
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 - 4
Total number of places	32
Number of children on roll	68
Name of provider	Kathleen Hardy
Date of previous inspection	18 July 2011
Telephone number	02084 670 108

Southborough Pre-School was registered in 2007. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including two with early years professional status. The pre-school opens from Monday to Friday during term time. Sessions are from 9.05am until 3.20pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs or disability.

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