

High Wych Pre-School Nursery



The Bullfields Centre, Cutforth Road, Sawbridgeworth, Hertfordshire, CM21 9EA

Inspection date	4 May 2016
Previous inspection date	30 November 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 and learning is superb. The staff's knowledge of how children learn and how to engage them is outstanding. Children are very capable and highly independent in their thoughts and actions. Each key person's skilful interaction extends children's learning to the maximum.
- Activities and experiences are varied, supporting children to follow their own interests and ideas. They are highly imaginative and the staff expertly weave their teaching into the play in order to extend children's problem solving and mathematical learning.
- Children's speaking and listening skills are promoted particularly well. Staff use a wide range of strategies to support children facing communication challenges. Children successfully use visual clues, signing and speech to communicate their needs and decisions to others.
- Partnerships with parents are very successful. Parents speak highly of the team, the care and learning opportunities offered to the children, and the support for families. Parents are very well informed about their children's progress and staff offer plenty of guidance about how to support learning at home.
- The manager's monitoring of the provision and tracking of children's progress is highly effective. She has a very clear picture of the overall progress of the group and of each child. Observations and assessments are of very high quality and enable staff to use what they know about children to plan, with precision, for their next steps in learning.
- Exceptional partnerships with external agencies contribute significantly to ensuring that children receive the expert help they need. In addition, these partnerships support children to make the move on to school, making this as straightforward as possible.

What the setting needs to do to improve further

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

- extend the successful professional development of managers and other senior staff in order to help them acquire the skills they will need to take on future management roles and to ensure the ongoing high standards of care and education.

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 manager.
- The inspector looked at relevant documentation, including the pre-school's self-evaluation, policies, children's progress records and evidence of suitability of both the staff and committee.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is outstanding

Leadership and management are inspirational. The dedicated team continually strives to raise the already high standards. Leaders have initiated a programme of preparing senior staff for taking on future managerial responsibilities and can see the potential for further professional development to continue extending the team's skill base. Staff are experienced and well qualified, which has a significant impact on sustaining the high quality of teaching. Staff participate in regular supervision sessions, effectively sharing their thoughts as part of the excellent reflective practice. The whole team actively seeks the views of children and parents, helping to shape the future of the provision. The arrangements for safeguarding are effective. Staff fully understand the procedures to follow if they are concerned about a child.

Quality of teaching, learning and assessment is outstanding

Staff provide exceptionally interesting and very exciting learning opportunities. They are extremely creative in how they use space to offer different learning opportunities. Children are very keen to try painting with watercolours, exploring how to mix paints to create new and interesting shades and colours. They are highly imaginative and enjoy their time in the role play area, using props to act out celebrations and make pretend meals. Children show excellent understanding about what makes a celebration very special, as they think and talk about different foods and thoughtful gifts. Children immerse themselves in make-believe play using small toys. Staff interact with children extremely well. Their genuine interest and deep understanding of child development are used consistently to bring out what each child knows, challenging them to consider, reflect and learn more. Staff very carefully plan group times to ensure every child is well supported and benefiting from the storytelling and the sharing of news. Staff invite specialist teachers into the pre-school to help children develop their understanding of and ability to use the latest technology.

Personal development, behaviour and welfare are outstanding

Children thrive at pre-school. They develop strong relationships with their key person and peers. Children quickly grow in confidence, becoming capable and self-reliant. They respond extremely well to the innovative strategies staff devise to help them with sharing and turn taking. They make very effective use of their special ticket system and sand timers to make sure everyone gets a turn on the bikes. Children thoroughly enjoy taking responsibility for tasks. They react quickly to signals for listening and following instructions. Behaviour is consistently good and often excellent. Staff make the most of the opportunities for outdoor experiences so that children get plenty of fresh air.

Outcomes for children are outstanding

Children are highly motivated, curious and very eager to join in. They quickly develop positive attitudes towards learning. A phonics programme is used extremely successfully to support those children preparing to move on to school. It equips them with key skills they will need for reading and writing. All children make excellent progress. Where a specific child or group of children have lower than expected attainment on entry, staff make a concerted effort to devise precise educational programmes to help them catch up.

Setting details

Unique reference number	EY426856
Local authority	Hertfordshire
Inspection number	850150
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	28
Number of children on roll	64
Name of provider	High Wych Pre-School Nursery Committee
Date of previous inspection	30 November 2011
Telephone number	07792612585

High Wych Pre-School Nursery was registered at new premises in 2011 but has been in operation for 40 years. The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or 6, including one with qualified teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 8.50am until 11.50am and midday until 3pm, with the option for children to attend from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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