

Kings Sutton Pre-School Playgroup



The Annexe, Kings Sutton Primary School, Richmond Street, BANBURY, Oxfordshire,
OX17 3RT

Inspection date 17 May 2016
Previous inspection date 15 July 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

- The quality of teaching is outstanding. Staff have an exceptional knowledge of the children in their care, their interests and how they learn as individuals. They plan a rich, varied and imaginative variety of well-targeted activities that enhances children's ongoing development.
- The manager and staff use highly effective strategies to involve parents in their child's ongoing development. They offer exciting ideas and information that enable parents to continue and extend their child's learning at home.
- Children settle exceptionally well and build superb bonds with staff and their peers. Their individual needs are extremely well known and effectively incorporated into the day.
- All children are valued as unique individuals and staff's commitment to supporting all children, including those who have special educational needs or disability, is first class. Staff work cohesively with external agencies to ensure that children's developmental and emotional needs are targeted superbly.
- Children's safety and well-being are paramount. Staff encourage children to think about different scenarios, what might happen and the action they would take to remain safe. Children play in a safe, secure environment.
- Management and staff constantly evaluate the quality of care and education provided. They plan effectively and accurately analyse the comments and views of parents to continually enhance this exceptional provision. Staff seek to enhance their own knowledge and skills through a programme of professional development.

What the setting needs to do to improve further

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

- enhance the already exceptional learning opportunities that encourage children to experiment, explore and develop their awareness of technology.

Inspection activities

- The inspector observed activities in all of the play areas, including the outside learning environment, and conducted a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of the suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and by reading a number of written comments from parents for the inspector.

Inspector

Tracey Boland

Inspection findings

Effectiveness of the leadership and management is outstanding

The leadership and management within the setting are superb. Effective self-evaluation is driven by the strong determination to continually enhance the care and learning provided. Staff strive to maintain the highest level of achievement for all children. They are highly motivated to continually enhance all aspects of the provision. Effective monitoring of the educational programme results in staff planning a rich, varied and imaginative variety of experiences and opportunities that prepares children exceptionally well for the next stage in their learning and in readiness for the move to school. Arrangements for safeguarding are effective. Staff are vigilant in regard to the safety and welfare of all children and their families. They have an excellent knowledge of the issues regarding abuse and neglect and the procedure to follow to ensure children remain safe.

Quality of teaching, learning and assessment is outstanding

Staff's excellent questioning techniques encourage children in conversation. Children extend their vocabulary within this print-rich environment. Older children confidently write their names and words that support their play. One example of this is writing the words start and finish, with some support, for the balancing bars so children know to follow the same direction. Critical thinking and reasoning are expertly extended. Children participate in learning about where food comes from. They place great importance on watering the potatoes, beans and herbs they have planted and monitoring their growth. The staff continually observe children and make accurate assessments of what they know and can do. Staff's comprehensive knowledge of each child leads to excellent planning for future learning.

Personal development, behaviour and welfare are outstanding

Children flourish in this inspirational environment. Close bonds between staff and children are established from the start of their placement. Comprehensive information is gathered from parents about their child. Staff use this to plan effectively for children's individual needs. Children's behaviour is excellent. They demonstrate a high regard for each other. Their understanding of the importance of sharing and taking turns is excellent. They agree amongst themselves about the use of timers for using very popular resources, so all children can have their turn. Children's confidence and self-esteem are supported excellently through positive praise and encouragement. Children are extremely active. They fully understand the changes that take place to their bodies when active and the importance of warming up and stretching their muscles before and after any exercise.

Outcomes for children are outstanding

Children develop excellent skills for school. They confidently ask questions, negotiate and problem solve. They confidently recognise numbers and letters. They use pencils, scissors and small tools confidently. They delight in completing their own surveys and asking questions, such as what people's favourite colours are and making marks to show which are the most popular. Children who have special educational needs or disability are excellently supported. Focused learning plans are used to help support children to master new skills.

Setting details

Unique reference number	220294
Local authority	Northamptonshire
Inspection number	854551
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 - 5
Total number of places	26
Number of children on roll	53
Name of registered person	Kings Sutton Pre School Playgroup Committee
Registered person unique reference number	RP521974
Date of previous inspection	15 July 2010
Telephone number	01295 816006

Kings Sutton Pre-School Playgroup was registered in 1992. The pre-school employs eight members of childcare staff and of these, five members of staff hold appropriate early years qualifications at level 3, and one holds early years teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3.30pm with a breakfast club from 8am until 9am. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability.

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