

Little Orchard Pre-School

Woodford Valley Primary School, Middle Woodford, Salisbury, Wiltshire, SP4 6NR



Inspection date

16 May 2016

Previous inspection date

2 June 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Requires Improvement	3
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 outstanding. Children are very well supported and make excellent progress. Children are very content and behave exceptionally well. They are motivated and interested in the activities on offer.
- Staff plan extremely well to help children make impressive strides in their learning. The manager and staff use highly effective systems to track children's progress, and they quickly target any gaps in development.
- Staff work with parents exceptionally well and this has a very positive impact on children's care and learning. Staff draw on their wealth of experience and qualifications to develop highly effective strategies to support children who have special educational needs or disability.
- The managers identify staff training needs through well-considered and highly effective supervision and appraisal meetings. They expertly reflect and evaluate the quality of the provision. This is a significant improvement since the last inspection.

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 and enhance the excellent opportunities for outdoor learning.

Inspection activities

- The inspector observed staff interactions with children inside and outside.
- The inspector sampled a range of documentation including children's learning journals.
- The inspector spoke with children and took the views of parents into consideration.
- The inspector conducted a joint observation with the managers.
- The inspector conducted a leadership and management meeting.

Inspector

Angela Cogan

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The manager and staff have an excellent understanding of safeguarding procedures and child protection issues. The managers are extremely skilled at evaluating the quality of the provision and this helps to significantly improve experiences for children. For example, outdoor provision has been successfully improved through the introduction of an outdoor shelter for activities in bad weather. The managers plan to improve provision further by making the most of a local woodland area so that children can learn more about nature and living things. Children are exceptionally well prepared for their move to school. Management and staff build highly effective professional relationships with other settings. This promotes a joined-up understanding of children's care and learning. The managers and their team have developed a highly ambitious culture that successfully promotes continuous improvement.

Quality of teaching, learning and assessment is outstanding

Children practise new skills and continually consolidate their learning through a broad range of activities that interest and motivate them. For example, children use scissors to cut the grass on a tiny fairyland that they have carefully designed and made, as they tell each other elaborate stories and share ideas. Staff provide activities that children are keen to explore and investigate. For example, children play a dinosaur game in the large sand pit, and staff help children to design and build an enclosure to stop the dinosaurs from escaping. Children continually make discoveries and solve problems as they play.

Personal development, behaviour and welfare are outstanding

Children's behaviour is excellent. They are very happy and involved. For example, children design spiders' webs, draw plans, and work to build a web between two trees. Activities help children to grow in confidence and to take on responsibilities. Children build strong relationships with their special key person and this gives them an excellent platform from which to make progress. Staff are very skilled at extending children's ideas while they experiment and explore. For example, children play in a very well-resourced mud kitchen, and staff help children to make predictions and to think about the effects of water. Children follow their own ideas outside and get lots of fresh air and exercise. Staff promote children's emotional and physical well-being extremely well. For example, they trust children implicitly to build flat-pack furniture. Children happily make decisions about the colour and position of the legs on a table, and work with confidence and authority.

Outcomes for children are outstanding

Children are engaged and highly motivated. They are extremely independent and make exciting discoveries and decisions as they play and learn. They have very positive attitudes towards learning and treat each other with kindness and respect.

Setting details

Unique reference number	EY344612
Local authority	Wiltshire
Inspection number	1016675
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	21
Number of children on roll	42
Name of registered person	Little Orchard Pre-School Partnership
Registered person unique reference number	RP521657
Date of previous inspection	2 June 2015
Telephone number	01722 782878

Little Orchard Pre-School opened in 2003 and moved to its current site at Woodford Valley Primary School in 2007. The pre-school opens five days a week during school term times. Sessions are from 9am until 3pm Monday to Friday. Five staff work with children, of whom four have relevant early years qualifications at level 3 and level 6. One member of staff is working towards an appropriate level 3 qualification.

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