

Polesworth Preschool Ltd

The Nethersole C of E Primary School, 118 High Street, Polesworth, TAMWORTH,
Staffordshire, B78 1DZ



Inspection date

Previous inspection date

20 June 2016

23 April 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
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. Staff intuitively build on children's interests to provide rich and imaginative experiences. They show an excellent understanding of how young children learn and develop. As a result, children of all abilities, including the most able, are inspired and highly motivated to learn.
- Staff regularly observe the children as they play. They make extremely precise assessments of children's progress, which are fully shared with parents and other providers children may also attend. Children are deeply engaged in their activities and are highly enthusiastic in their investigations.
- Children's behaviour is exemplary and they show high levels of self-control and respect for each other. Staff are superb role models who calmly and consistently support children to learn what is and is not acceptable behaviour.
- The requirements of children who have special educational needs are very well understood because staff work closely with families and other agencies involved. The staff take care to ensure these children are fully involved in all activities and that they can make at least good progress because of the targeted support and close match of activities to their needs.
- The exceptional staff practice, highly reflective self-evaluation and carefully organised environment result in highly confident children who achieve excellent levels of independence for their age. Leaders meticulously evaluate the provision and set ambitious targets. They continuously look for ways they can improve outcomes for the children.

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 excellent programme of professional development to ensure that practice continually improves and the outstanding quality of the provision is maintained.

Inspection activities

- The inspector observed activities and the quality of teaching in the classroom and the outdoor area.
- The inspector held discussions with the deputy manager and spoke with children and staff at appropriate times during the inspection.
- The inspector undertook a joint observation with the deputy manager.
- The inspector sampled a range of documentation, including evidence of staff suitability, training and qualifications, policies and procedures and children's records.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and comments from questionnaires.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff are fully aware of their responsibilities to protect children. Utmost priority is given to ensure robust procedures are followed when there is a concern about a child. Staff work closely with agencies and follow up any concerns they have raised. Considerable emphasis is placed on providing high-quality teaching and exciting learning activities. There are exceptional procedures for assessing the performance of staff, which includes regular supervision and peer observations. Staff benefit from development and training of impressive quality. They have targets set to explore a wider range of ways to help sustain and build on the already outstanding provision.

Quality of teaching, learning and assessment is outstanding

The experienced and qualified staff are dedicated to providing the highest level of care and learning opportunities for all children. Staff have high expectations of what children can achieve and they plan closely together to ensure that children are able to make rapid progress. They swiftly identify each child's learning priorities and their interests so that they plan activities that encourage and excite children. Children talk with excitement about their pets, such as ducks, ponies and chicks, as part of their bring a pet to pre-school day. Children are enthusiastic as they use their rich imagination to create elaborate models of their pets. They design aquariums with exotic fish and a white hamster made from recyclable materials. Great laughter is observed as children and staff stomp around the room re-enacting the events of a story about going on a hunt to find a bear. Staff challenge children's deeper thinking to find their own solutions, such as counting out a number of objects in two hoops placed side by side. They place the symbols for add and equals into position then add the objects together to get the answer. Children confidently record the total on the white board, showing an excellent understanding of mathematical concepts and writing skills.

Personal development, behaviour and welfare are outstanding

From the very beginning, there is an exceptionally strong focus placed on supporting children's personal, social and emotional development. This starts with establishing a successful partnership working with parents. As a result, children make a smooth move from home to the pre-school. Staff promote children's understanding of their own safety superbly. Children think about risks and with their hard hats on and clipboards in hand, they risk assess the outdoor area before using it. Children enjoy the outdoor environment, which offers excellent opportunities to develop agility, balance and coordination. Children learn about healthy lifestyles through the selection of healthy snacks.

Outcomes for children are outstanding

All children make exceptional progress, including those who receive funded education. Children rapidly acquire the skills they need for moving on to school to adapt to the changes ahead. Children gain high levels of independence and well-developed communication, early literacy and numeracy skills. They develop extensive vocabulary and express themselves clearly. They also listen and concentrate during appropriate times.

Setting details

Unique reference number	EY436946
Local authority	Warwickshire
Inspection number	1042150
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	50
Number of children on roll	74
Name of registered person	Polesworth Preschool Ltd
Registered person unique reference number	RP531110
Date of previous inspection	23 April 2012
Telephone number	01827331570

Polesworth Preschool Ltd is run by a limited company. It opened in 1997 and was registered again in 2011. It operates from self-contained classrooms within a primary school premises. The pre-school employs 14 members of staff. Of these, 12 hold appropriate early years qualifications and two hold qualification at degree level.

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.

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