

Heddington Preschool

Church Road, Heddington, Calne, Wiltshire, SN11 0PJ



Inspection date	13 July 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
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

- Leaders drive improvement highly successfully. For example, they have followed the advice of outside professionals and now teaching is improving rapidly, and groups of children are tracked. The changes made have helped improve children's achievements.
- The committee gives excellent support to the continued professional development of the manager and staff, for example, through funding further qualifications.
- The manager has very high expectations of what the staff and each child can achieve. Staff provide children with highly stimulating environments. For example, the introduction of 'forest school' activities encourages children's learning through exploration and investigation of a rich range of exciting experiences outdoors.
- Children are extremely keen to join in activities with the staff and other children, and are happy to play individually. They show great motivation and perseverance to achieve personal goals, such as when determinedly hammering posts into the ground.
- The staff set consistently high standards for children's behaviour. Children respond through learning to cooperate with each other and respecting the wishes of staff. Older children begin to think of other children's needs.
- The manager has formed excellent partnerships with other professionals involved with the children, so children's needs are met effectively. All children are extremely well prepared for the next stage of their education, whatever their starting points.

What the setting needs to do to improve further

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

- implement the planned improvements to support children's creative learning across all learning environments with particular regard to music and sounds.

Inspection activities

- The inspector viewed all areas used by children, indoors and outdoors.
- The inspector talked with the committee chairperson, manager, staff and some children.
- The inspector talked with three parents and read five letters from parents to take account of their views.
- The inspector read a variety of relevant paperwork, including reports from a local authority advisory teacher and a child development worker, some policies, children's learning records, risk assessments, staff qualification certificates and the self-evaluation document.
- The inspector observed children's activities and the impact of teaching on children's learning, and undertook joint observations and follow-up discussions with the manager.

Inspector

Rosemary Davies

Inspection findings

Effectiveness of the leadership and management is outstanding

The committee oversees highly effective checks on staff performance, and the implementation of robust policies. Enthusiastic staff are keen to increase their knowledge. Safeguarding is effective. Staff place children's safety at the heart of their work. They allow children to take appropriate risks to learn about personal safety, such as through climbing trees, but supervise them vigilantly. Staff know precisely how to implement child protection procedures. Staff seek parents' views on the service provided and give them useful advice on children's home-learning. The manager recognises that more can be done to promote musical creativity, particularly for children who prefer outdoor learning.

Quality of teaching, learning and assessment is outstanding

The manager and staff use their qualifications extremely well to assess children and plan highly challenging activities. They are adept at following children's interests and extend play to excite children's imaginations. In the 'forest school' areas, for instance, staff build on traditional rhymes and tales so children work out how to create traps for the 'big bad wolf', and make signs indicating that it must not climb trees. Children delight in learning through finding things out for themselves. They know that worms and potatoes are found in soil, for example. They have excellent opportunities to develop coordination, such as through handling child-sized garden tools, weaving string and wielding hammers. Staff promote children's communication and language development constantly, including their mathematical vocabulary. For example, children eagerly discuss the creatures they find, count them and decide which is the longest, with skilled support from staff.

Personal development, behaviour and welfare are outstanding

Excellent relationships, including between staff, underlie much of the pre-school's success. Staff work closely with parents to meet children's changing physical needs, and promote understanding of eating healthily. Staff provide excellent role models to children. For example, staff talk to each other politely and consistently promote children's good manners. They act on children's views, such as when drawing up the pre-school's rules, which children help each to follow. Children develop their personal independence extremely well and are emotionally secure. For example, they decide if they want to play outside and if they need to sleep. Older children know that others have particular requirements and respect these. Staff promote equal opportunities effectively, for example, in providing wet-weather clothing so all children can play outdoors.

Outcomes for children are outstanding

Children are highly motivated and curious learners. They listen intently to stories. Older children make strides in learning to write. They recognise their names and learn letter sounds. Children express their views confidently and clearly. They are very polite.

Setting details

Unique reference number	EY478822
Local authority	Wiltshire
Inspection number	988397
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	1 - 5
Total number of places	25
Number of children on roll	45
Name of registered person	Heddington Preschool
Registered person unique reference number	RP901764
Date of previous inspection	Not applicable
Telephone number	01380 859783

Heddington Preschool was established in 1987 and re-registered in 2014. It is located in Heddington, near Calne in Wiltshire. The pre-school is open from 8am to 5.30pm each weekday, except Fridays when it opens from 8am until 3pm. It operates during school terms and includes a breakfast and after-school club. The committee employs six staff to work with the children, all of whom hold relevant qualifications. The manager holds a relevant degree. The committee receives funding to provide free early education to children aged three and four years, and for some children aged two years.

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