

Morris Minors Pre-School

TS Renown, Sea Cadet HQ, Watford Road, Croxley Green, RICKMANSWORTH,
Hertfordshire, WD3 3DG



Inspection date

Previous inspection date

24 February 2017

17 July 2013

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

- Staff are extremely creative in promoting the areas of learning for children. Teaching is outstanding. For example, children participate in a healthy eating project and enjoy tasting different fruit. They cut the fruit in halves and quarters, then are challenged to join the pieces back together. Children engage and learn with exceptional interest.
- Staff confidently assess children's development and plan activities to accurately promote their next steps in learning. For example, staff excitedly read stories for children, using voice intonation and props. Children confidently express their views on how the story might continue or could end. They are very competent communicators and show excellent use of vocabulary during discussions.
- Children have exciting opportunities to develop their awareness of personal safety. They learn the importance of wearing helmets when riding bicycles and analyse best ways to manage their space outside. Children take part in inspirational projects, such as road safety and people who help us when they learn about keeping safe.
- Staff astutely promote children's independence. Children learn about the importance of good hygiene and are inspirationally involved in managing their personal needs. For example, they learn about oral hygiene and how to brush their teeth. Additionally, children independently serve their food and drink during meals.
- Staff and managers conduct meticulous risk assessments of play areas. They are highly committed to monitoring the environment and supervising children during their time at pre-school to ensure that they are safe.
- Dedicated staff maintain outstanding links with parents, external professionals and other settings that children attend. Staff make exceptional use of additional funding to promote children's skills and progress to their full capacity.

What the setting needs to do to improve further

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

- explore even further ways to build on staff teaching skills and expertise, analysing the impact of this on supporting children to continue to excel in their learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact that teaching has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held meetings with the pre-school manager and discussions with staff and children.
- The inspector looked at relevant documentation, such as evidence of staff's suitability checks, qualifications and training.
- The inspector discussed the pre-school's self-evaluation process with the pre-school manager and deputy manager.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Karina Hemerling

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff attend regular safeguarding training and they discuss and take part in quizzes about child protection during meticulously planned team meetings. Staff have in-depth knowledge of the signs of abuse and the steps to take should concerns arise. They understand their duty to protect children and follow policies that are in line with current legislation. Staff benefit from supervision meetings with the manager and take part in training. The ambitious and highly qualified manager is identifying even further ways to observe and coach staff's teaching to maintain the outstanding educational programmes for children. Practice is accurately tailored to children's needs and they flourish.

Quality of teaching, learning and assessment is outstanding

Staff expertly identify children's learning needs and interests. They provide children with inspirational support through planned activities and play opportunities. For example, children learn mathematical language and concepts while using scales and calculators at the 'shop area' created for them. They divide their shopping into paper bags and learn to appropriately put items away in the toy kitchen. Children learn skills for life through play. Staff provide exceptional support for children who have special educational needs. They dynamically adapt teaching so that all children can play and learn together. For example, children of different ages and skills play together with the doll's house. They name dolls after themselves, engaging in role play and recreating home events with actions, words and body language. Children develop skills at an incredibly fast pace.

Personal development, behaviour and welfare are outstanding

Staff know children exceptionally well. They are extremely inclusive and work with parents from the start to comfort children at pre-school. Children form exceptional bonds with staff and other children. They show confident social skills. Staff actively contribute to promoting children's health. They proficiently plan daily outdoor play, exercise and plenty of fresh air. Children learn about the importance of eating nutritious food and help staff in preparing their snacks. Staff inspirationally promote children's diverse cultural backgrounds. Children learn about themselves, others and their community. Staff work closely with parents to manage children's behaviour and use praise to celebrate their efforts, achievements and good behaviour. Children behave exceptionally well.

Outcomes for children are outstanding

Children achieve to their full potential. They access a wide range of resources, toys and extremely interesting and challenging activities that expertly helps them to progress their skills. For example, children have workbooks with activities planned and tailored to narrow gaps in their individual learning. They also develop literacy and numeracy skills rapidly through staff's outstanding teaching during activities and routines. There is a flowing balance of adult-led and child-led play, which expertly acknowledges children's learning styles. All children make exceptional progress. They are superbly prepared for school by the qualified and highly dedicated staff, whose utmost priority is to provide children with the best possible start in life.

Setting details

Unique reference number	EY457460
Local authority	Hertfordshire
Inspection number	1066573
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	32
Number of children on roll	67
Name of registered person	Morris Minors Pre-school Limited
Registered person unique reference number	RP532247
Date of previous inspection	17 July 2013
Telephone number	07770 397 456

Morris Minor Pre-school was registered in 1998. The pre-school employs 10 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, including the manager who holds early years professional status. The pre-school operates from Monday to Friday, during term time only. Sessions are from 9.15am to 12.15pm and from 1pm to 3.30pm. Lunchtime provision from 12.15pm to 1pm is also offered. The pre-school provides funded early education for two-, three- and four-year-old children.

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