

# St Clements Pre School

St. Clements C of E Primary School, Henwick Road, WORCESTER, WR2 5NS



## Inspection date

9 March 2017

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

- Leadership is inspirational. The entire staff team is passionate, dedicated and enthusiastic about what they do. They fully understand their roles and responsibilities. The pre-school is very well organised. Children's safety, welfare and learning are consistently promoted at the highest level.
- Most staff are highly qualified. Managers supervise staff carefully and strong performance management processes are in place. Staff benefit from plenty of opportunities to build on their knowledge and skills. This has an incredibly positive impact on the overall quality of the provision.
- Staff know children exceptionally well and have the highest expectations of their abilities. They make the best use of the information obtained from observations and assessments to plan for children's individual learning needs. All children make excellent progress from where they started.
- The environment is bright, well resourced and highly stimulating, indoors and out. Children confidently play and explore. They are keen learners that have a great deal of fun and thoroughly enjoy attending. Children comment that they like pre-school and the range of activities available.
- Staff find out about and explore children's backgrounds, cultures and languages. The pre-school is strongly inclusive. All children are valued and celebrated. They benefit from plenty of opportunities to learn about people, communities and the wider world. Children display high levels of self-worth.
- Staff are friendly and welcoming. The well established key-person system allows staff to get to know children and their families from the start. A vast amount of information about children's happiness, health and well-being is obtained on entry. Children form very positive relationships with staff. They settle quickly and are relaxed and content within the environment.

## What the setting needs to do to improve further

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

- continue to review strategies used to share information with parents to help ensure children continually benefit from the best possible support in their learning between the pre-school and home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, policies and procedures.
- The inspector discussed the nursery's self-evaluation with the management team and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Managers are constantly in the pursuit of excellence. They are highly critical and ambitious about their desire to continually develop practice and maintain the highest standards. For example, although partnership working with parents is very good, managers have identified a need to extend this further. They are in the process of reviewing strategies used to share information with parents to help ensure children continually benefit from the best possible support between the pre-school and home. The arrangements for safeguarding are effective. The environment is fully risk assessed and checked on a daily basis to ensure all possible hazards are minimised. Staff include children in this so they learn about keeping themselves safe. Managers and staff are well trained to recognise the indicators of child abuse or neglect. They understand the importance of responding appropriately to different safeguarding concerns. Children are protected from harm.

### Quality of teaching, learning and assessment is outstanding

The quality of teaching is exceptional throughout. Staff provide children with a range of rich, varied and exciting activities that promotes their learning across all areas of their development. Children greatly enjoy using their imaginations. For example, they pretend they are in a restaurant, draw designs for and build a variety of structures and use different media and materials to make creative models. Staff show children how resources can be used and support them to investigate and experiment. They skilfully question children and encourage them to think critically to expand their ideas. Monitoring systems are very effective. The pre-school special educational needs coordinator is highly knowledgeable. Partnerships with other providers and professionals are strong. All children benefit from the targeted support they need to help them make rapid progress.

### Personal development, behaviour and welfare are outstanding

Children thrive as staff are highly sensitive to their care needs and ensure these are met. Staff teach children about the importance of living a healthy lifestyle. For example, children are provided with nutritional foods as staff follow government healthy eating guidance. Staff use routines and a variety of innovative play experiences, such as planting, role play, dance or movement sessions and group time to talk to children about the benefits of eating well, taking exercise and keeping clean. Children behave extremely well. Staff help them to respect and follow the routines and behaviour boundaries set. Every individual child's efforts and achievements are recognised and rewarded.

### Outcomes for children are outstanding

Children are developing all the essential skills they need to move seamlessly on to school. They are deeply curious and inquisitive. They develop a strong desire to know more. Children are independent. They make choices about what they like and want to do. They also manage their own care needs with ease. Children are very kind, caring and polite. They happily play well with their peers. Children can listen and focus their attention for long periods of time. They also learn to express themselves effectively. Children are developing excellent skills in literacy. They readily participate in group sessions where they share stories, sing songs and play rhyming and word matching games.

## Setting details

<b>Unique reference number</b>	EY489602
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1020506
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	The Rivers C Of E Multi Academy Trust
<b>Registered person unique reference number</b>	RP902351
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01905 423861

St Clements Pre School was registered in 2015. The pre-school employs eight members of childcare staff, of whom, seven hold appropriate early years qualifications at level 2 or 3 and the manager holds early years professional status. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.45am until 3.30pm. The pre-school supports children who speak English as an additional language and children who have special educational needs and/or disabilities. The pre-school provides funded early education for two- three- and four-year-old children.

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