

Bow Lane Pre-School

Bow Lane Scout Centre, Lower Morden Lane, Morden, SM4 4SJ



Inspection date

13 July 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

- All children, including those who have special educational needs and/or disabilities, make outstanding progress in all areas of learning. This is due to the excellent arrangements for assessing, tracking and planning for children's individual progress and the advanced skills of highly qualified and inspirational staff.
- Children have superb opportunities to progress with all aspects of communication and language, letters and sounds, and their personal, social and emotional development. They are supported in their learning by staff who are trained to levels of high expertise.
- Staff provide an outstanding play and learning environment for children. Great thought is given to the way activities, such as role play and the outdoors, provide children with inspiration and challenge. This is all the more impressive as staff have to set up and pack away the premises each day.
- Children's health, safety and well-being are exceedingly well supported and protected. Children establish exemplary relationships with one another and with staff. Their behaviour is excellent. Children are very independent and emotionally secure.
- Staff forge outstanding partnerships with parents and the numerous outside agencies involved with individual children. Parents are fully involved in children's learning. They say they are 'amazed at how much children learn'.
- The nursery is exceptionally well led and managed. Procedures for recruiting and retaining high-quality staff, along with the professional development support staff receive to build on their expertise, are highly impressive.

What the setting needs to do to improve further

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

- consider ways to involve children in reviewing their own progress and setting their own goals to build on the excellent learning and development opportunities already provided.

Inspection activities

- The inspector observed children engaged in activities and staff's interactions with them, indoors and outdoors.
- The inspector sampled a range of documentation relating to safeguarding and staff's suitability, and discussed children's progress and self-evaluation.
- The inspector sought and took account of the views of parents.
- The inspector held a meeting with the provider and manager and conducted a joint observation with them.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of the leadership and management is outstanding

The provider and manager are united in their commitment to maintaining an excellent provision. Their enthusiasm and dedication are immensely inspiring. Their self-evaluation processes are highly developed and fully involve staff, parents and children. This leads to exciting and astute improvement plans. For example, extra language and social skill groups are being provided to fill a gap in the borough. Innovative ideas are being introduced to further promote healthy eating. Parents are provided with a huge amount of guidance and support to enable them to continue to meet children's learning and well-being needs at home. Safeguarding is effective. The staff team is highly experienced and trained to act on any concerns about children's welfare or development.

Quality of teaching, learning and assessment is outstanding

Staff plan and provide an exceptional range of high-quality, innovative learning experiences. They make excellent use of observation and evaluation to inform and guide the weekly planning. For example, the role-play area is transformed into a veterinary surgery after children had the exciting opportunity to be involved in the rescue of a pigeon. Staff skilfully use questions and comments to extend children's progress. For example, they ask children playing the role of a veterinary to describe the treatment plan for an 'injured pig'. When children decide to give 'five shots', but proceed to inject nine, staff playfully challenge their calculation skills. Children's learning is brought to life with a wide range of practical experiences, such as nurturing spider's eggs through to hatching and looking after farm animals. Staff teach children how to plan, implement and review their own creative ideas. However, they have not fully considered extending this to involve children in reviewing and planning their own learning.

Personal development, behaviour and welfare are outstanding

Staff support children's personal, social, and emotional needs with great skill, sensitivity and compassion. They successfully help children to overcome anxieties and prepare for change, such as leaving nursery to start school. They plan enjoyable group games for children that focus on encouraging sharing and turn taking, expressing their feelings and recognising the feelings of others. When occasional misbehaviours arise, these are managed expertly by staff. Children have enormous fun taking part in physical exercises that encourage focus, memory, physical skills and coordination. Children need no reminders to put sun hats on before they go outside or to go for a drink in the shade after playing physical games.

Outcomes for children are outstanding

Children are exceptionally well prepared, emotionally and practically, for moving on to nursery or full-time school. They are inquisitive, creative and highly motivated to learn. They develop superb social skills. They learn to listen extremely attentively and develop the confidence to speak out in a group. By the time children start school, most can write their names and some have learned to read, using their ability to recognise letter sounds. They enjoy experimenting mathematically and have developed a strong grasp of number.

Setting details

Unique reference number	EY490457
Local authority	Merton
Inspection number	1018249
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	40
Number of children on roll	86
Name of registered person	The Pre-School Group Limited
Registered person unique reference number	RP534674
Date of previous inspection	Not applicable
Telephone number	0750 3213848

Bow Lane Pre-School registered in 2015. The setting is open from 7.45am to 4.30pm during school term time. Children can attend mornings, afternoons or all day. They also offer a wrap-a-round service, before school, at midday and after school, for children who attend nursery school at St John Fisher Catholic School and Hatfield Primary School. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 14 staff. Of these, 10 hold childcare qualifications at level 2, 3 and 6.

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